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ABSTRACT

This document presents evaluations of five Title I/Impact Aid programs supported by Community School District 32 in Brooklyn, New York. The five programs were: (1) Strengthening Early Childhood Component; (2) Bilingual Methodology Reading Component; (3) Mathematics Laboratory Component; (4) Reading Laboratories Component; and (5) Non-Public School Component. Each component program is described in terms of objectives, participants, activities, personnel, and evaluation design and methodology. Evaluative results and recommendations are presented for each component. (MK)

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FINAL EVALUATION REPORT

ESEA TITLE I PROGRAM

1978 - 1979

IMPACT AID (PL 81-874) PROGRAM

COMPONENT

Strengthening Early Childhood Component Impact Aid	B/E 5097-91622 B/E 5097-98722
Bilingual Methodology Reading Component Impact Aid	B/E 5097-91623 B/E 5097-98723
Mathematics Laboratories Component	B/E 5097-91624
Reading Laboratories Component Impact Aid	B/E 5097-91625 B/E 5097-98724 2
Non-Public School Component	B/E 5097-91626

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ESEA TITLE I PROGRAM

EVALUATION REPORT

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E.S.E.A. TITLE I PROGRAM

EVALUATION REPORT
1978 - 1979

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ESEA TITLE I PROGRAM 1978-1979

EVALUATION REPORT

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INTRODUCTION

The statistical evaluation design used this year is very different from the evaluation used in previous years. The reason for this change is that State regulations no longer allow the use of the procedure known as historical regression. A brief discussion of the differences between historical regression and the current method, Model A, with normal curve equivalents (NCE), is presented here to assist the reader in interpreting the numerical results obtained from testing.

The historical regression model of evaluation uses the student's pre-score to estimate how much growth the student could be expected to achieve if he/she did not receive any funded program instruction. The student's score is reported in grade equivalents where a score of 5.0 in September for a fifth grade student indicated that the student was exactly on grade level. A score of 3.5 would indicate that the fifth grade student was 1.5 years below what was "average" (the 50%) for that grade on a national basis.

If the student achieved the scores used as an example in the paragraph above, he/she would only be expected to achieve in eight months of regular tax levy instruction what the "average" student would achieve in 5 months. Whether this method of evaluation was "good" or not is a moot point; however, the evaluation specialists at the State and Federal level decided that it was not an acceptable method. Using this method, almost any additional instruction resulted in growth beyond the "expected" level and resulted in a favorable evaluation.

The two methods of evaluation which are available to us are known as model A and model C. Model C requires testing from Spring to Spring of all of the students in the District, whether they are in a funded program or not, using the same test both times. Model C is highly desirable for several reasons, including some reduction in the amount of testing and the use of the District as its own criterion to determine growth. Unfortunately, model C cannot be used for grades K through 2, nor could it be used in any grades this year, since we did not have scores for students on a district-wide basis in the Spring of 1978. We expect to use model C in the 1979-80 year for grades 3 through 9.

This year we were limited to the model A evaluation for all grades. Model A in its simplest form requires that the student be measured in the Fall and again in the Spring. You then see if each group (class or grade) increased or decreased its scores. Any increase in score is considered to be satisfactory and any decrease is considered to be a cause for further investigation.

The unique difference in this model from past models is in the type of score which is used. The actual score is called an NCE. The steps in computing it are rather long; however, the idea is relatively simple. First, the student's raw score is changed into a percentile score. This percentile score is the percentile score of the student based upon all students taking the test on a national basis. Therefore, if we were to look at an "average" group of 100 students, we would find 10 students between 1 and 10%, ten students between 11 and 20%, ten students between 21 and 30%, etc.

This results in what is called a flat distribution as seen in the accompanying graph. A flat distribution, however, is not suitable for statistical evaluation, and, therefore, a further adjustment of the per-

centile score is made to get the NCE. The transformation is accomplished by an involved formula. The effect of this transformation is to increase the low percentile scores and decrease the high percentile scores. This is not done at the same rate for all scores. When the scores are transformed, the result is a distribution of scores which is "normal" or "bell shaped" as is seen in the graph. These adjusted scores, NCE's, are suitable for statistical analysis.

It is important to note that although NCE scores range from 1 to 99 (as do percentiles), there is no simple or easy comparison between NCE scores and the percentile scores. An NCE is not a percentile even though it may appear to be one at first glance.

The results are reported by giving the pre-test mean score for a group, the post-test mean score and the difference. If the difference is positive, a greater growth was achieved than expected. If the difference is zero, the students kept up with their relative position in the national norms, but did not catch up.

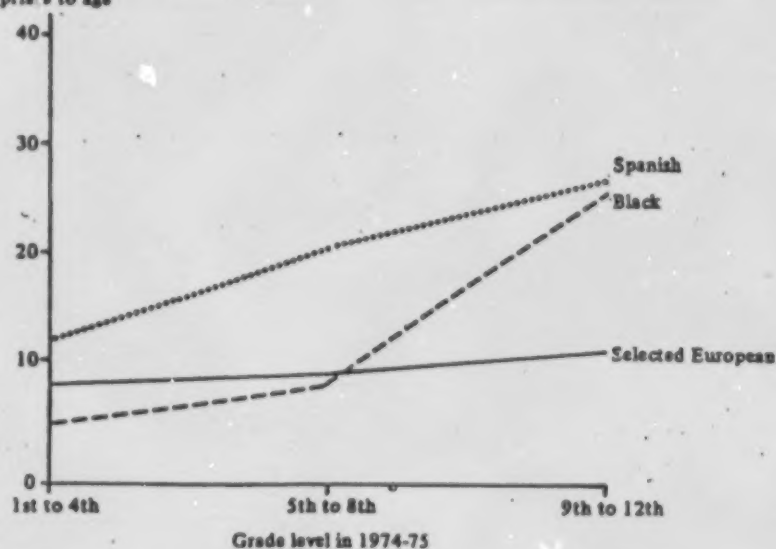
Obviously, there are two different percentile scores for Fall and Spring norms. For example, a student getting 20 items correct on a vocabulary subtest in reading at the pre-test time would receive a score of 29%. To be at the same level in the Spring, the student would have to get 26 items correct. The growth which is expected is based upon "average national growth".

Unfortunately, model A operates to the detriment of districts like District #32 with high absenteeism, and with a population of socio-economically deprived youngsters and a high degree of non-English proficiency.

Chart 4.24

Students Two Grades Below Modal Grade, by Ethnic Origin

Percent of students two grades below grade level appropriate to age

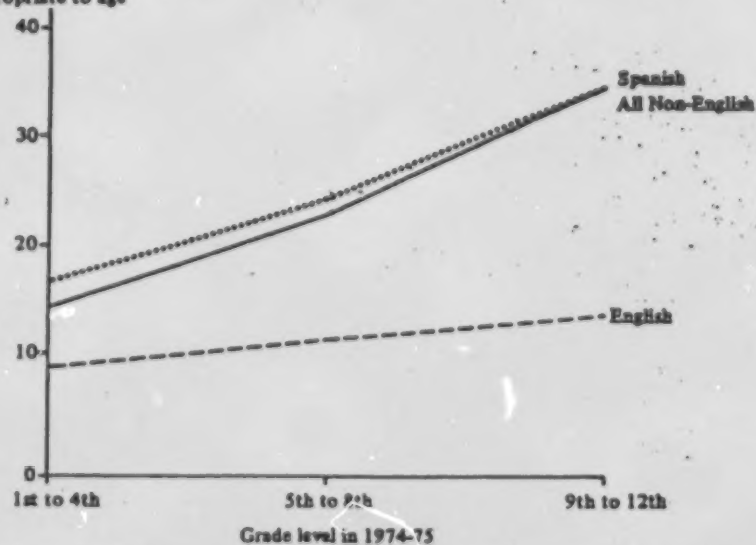


Source of Data: National Center for Education Statistics, July 1975 Survey of Languages

Chart 4.25

Students Two Grades Below Modal Grade, by Household Language

Percent of students two grades below grade level appropriate to age



Source of Data: National Center for Education Statistics, July 1975 Survey of Languages

Although the historical regression model adjusts for a student who was absent a high percent of the time, model A makes no differentiation between a student who was always present and a student with 40% absenteeism. The assumption is that most of the students were present essentially all of the time, as is common in the "average" population. This assumption is not valid in District 32.

The second problem involves a phenomenon educators know, but do not like to acknowledge. The higher the grade a student is in, the less likely the below-average student is to achieve the "average" growth of one year. That is to say, as a below-average student progresses through school, he can be expected to fall further and further behind the "average" student. This occurs in students of all ethnic backgrounds and the percentile scores take this into account for the average student. Unfortunately, the research shows that this tendency to fall further behind as a student progresses through the grades is much more pronounced in deprived socio-economic and non-English speaking populations than in the "average" population.

The net effect of not being able to adjust for absentees (missed instruction) and the failure of the percentiles (and NCE's) to adjust for the known learning patterns of minority groups, is that in the higher grades we can expect to find growth which is less than the "expected". This is reflected as a negative score.

INTERPRETATION OF STATISTICAL RESULTS.

The interpretation of NCE scores is not as simple as the interpretation of the historical regression results appeared to be. If the growth is positive, we can definitely state that the program is successful. When there is essentially no change, that is, a small growth of 1 or 2 NCE scores or a small loss of 1 or 2 NCE scores, we can say that the students at least stayed

at level. This may not seem to be a great achievement; however, in grades 5 and higher, I would consider the maintenance of national standards in an inner city district to be a substantial achievement. A loss of more than 2 NCE scores would indicate a possible problem area. Substantial losses can be expected in the eighth and ninth grades in the reading area and, to a lesser extent, in the math area.

Obviously, the number of comparisons which could be made are numerous. With certain exceptions, all of the programs achieved very satisfactory evaluation results in all of their subtest areas through the fifth grade. In the fifth grade, the expected softening of results is found and in the junior high grades, mixed results are found. In total, the results are, in my opinion, very satisfactory. I particularly note that there is an apparent unity of results over all programs regardless of methodology. This is probably due to the coordinated efforts of the Program Coordinators to infuse the best methodology available into each program.

The question could be raised as to whether special efforts should be expended to increase the performance in the upper grades, particularly in the area of reading. If examination of the absentee records indicate high absenteeism, the increase of program efforts would have little results and not be cost effective. Assuming that absenteeism is not the main problem, you would still be trying to overcome a universal problem in minority groups, if you attempted to achieve the same evaluation results with the upper grades that you are achieving with the lower grades. You could expect to spend twice the resources per student at the upper grades to achieve the same results you are achieving at the lower grades. This may not be in the best interests of the entire district.

Dr. Jefferson M. Latham
Statistical Evaluator

E.S.E.A. TITLE I PROGRAM
STRENGTHENING EARLY CHILDHOOD PROGRAM
IMPACT AID

Function # 5097-91622
Function # 5097-88722

Ms. D. Terry Carin
Evaluator

I. PROGRAM DESCRIPTION

A. Objectives of the Program

The Stengthening Early Childhood (SEC) Component in District #32 was designed to help develop language, reading and mathematics skills for children in grades one and two through basic language and number experiences and the reinforcement of beginning reading and mathematics operations. It is accomplished through small group and individual instruction given to those children most in need of such supplemental service. The program serves approximately 2000 students in the twelve Title I Schools in the District.

B. Participants and Their Selection

Students were selected for participation in this component on the basis of the following criteria:

1. Second grade children who had participated in the First Grade program last year, and had not gained sufficient skills as evidenced by the component's testing program; The 1978 California Achievement Test Level 10 C Readiness and the Test of Basic Experiences (TOBE) Level L Spanish, and TOBE Level K.
2. Children who were deficient in the areas of reading and/or mathematics. This is based on teacher judgement and substantiated by the administration of the METROPOLITAN READINESS TEST for

first grade children and the STANFORD ACHIEVEMENT TEST (SAT) for second grade.

3. Children who were referred by administrators, PSEN Kindergarten Teacher Specialists, SEC Resource Teachers and Guidance Counselors.

Approximately half of the district's children in the first and second grades were placed on the "participating lists". There were approximately twenty children assigned to each paraprofessional. The twenty children came from one or more classes and were chosen as those most in need of individual or small group instruction.

C. Program Activities

Participating students were offered the full curriculum as prescribed by the Board of Education of the City of New York through the basic tax-levy program. In addition, each participating child received supplementary service offered individually or in small groups by the SEC paraprofessional and some additionally by the SEC Resource Teacher. Developing skills in the areas of reading and mathematics were the primary goals. Cognitive skills were developed through first hand experiences using materials that have a multi-sensory appeal. Additionally, auditory and visual discrimination skills, sound-symbol relationships and comprehension skills were emphasized. Recognition of the letters of the alphabet, numbers, reading-readiness, reading for comprehension, listening skills and English as a Second Language for the non-English language dominant child are all part of this program. The instruction was remedial in nature in the areas of reading, mathematics and language development.

D. Personnel

The staff of the District #32 Component consisted of the following personnel who performed the tasks indicated:

1. A Coordinator, who had the overall responsibility for the functioning and supervision of all the staff of the component. The Coordinator served as a liaison with the District Office Administrators and the School Administrators. She conducted one workshop for the SEC Teachers and visited the program in operation in the schools. She had the overall responsibility for the preparation of the data collection materials for the district's new computer program. She trained the SEC Teachers in groups and individually in the preparation of those materials. The Coordinator had one pre-service meeting at each of the schools for Title I SEC Teachers, paraprofessionals, tax-levy first and second grade teachers, and school administrators. The purpose was to clarify the guidelines of the SEC Program.
2. Twelve SEC Teachers, (one per school) whose functions were to provide direct remediation of instruction to forty participating students for at least 51% of their time, with the remainder of their time devoted to:
 - (a) guiding paraprofessionals with the reinforcement of instruction and in the use of varied materials,
 - (b) articulating with tax-levy classroom teachers, administrators and guidance counselors about the participating children.
 - (c) establishing and monitoring record keeping procedures for student progress,
 - (d) administering and coordinating the testing program,

- (e) ordering and keeping an inventory of the SEC Materials,
- (f) conducting bi-monthly workshops and on-site training for the paraprofessionals,
- (g) preparing materials for the computer based program,
- (h) conducting three workshops for parents of participating children.

3. One hundred paraprofessionals working under the guidance of the Title I SEC Teacher and in close liaison with the tax-levy teacher. They provided supplementary reading, mathematics and language instruction to individuals and small groups of participating children. The instruction took place in the tax-levy classroom, a separate para-teaching area and the SEC Resource Room. The para provided remedial instruction in reading, mathematics, language development, kept plans, attendance records, completed check-lists and assisted in the testing program. The para serviced approximately twenty (20) participating children each day.

II. EVALUATION DESIGN AND METHODOLOGY

A. Evaluation Activities

1. Observations were made by the Evaluator at each of the twelve elementary schools of all of the paraprofessionals working in Title I SEC Resource Rooms, classrooms or assigned para teaching areas. Each lesson was evaluated on the basis of management and preparation, materials, physical needs of the children, instructional methodology, questioning techniques and impact on the effective domain. SEC Teachers were observed working with children, paras, tax-levy teachers, parents, administrators, guidance counselors and PSEN Kindergarten

Teachers. Several workshops were attended by the Evaluator covering a variety of situations such as the Coordinator's workshops for SEC Teachers, SEC Teacher's workshops for paraprofessionals, and SEC Teachers and paras workshops for parents.

(See Appendix for Observation Form Samples.)

2. Interviews were conducted by the Evaluator of the Coordinator, all twelve SEC Teachers, twelve Principals, several Assistant Principals, Guidance Counselors, Tax-Levy Teachers, Paraprofessionals, and some children and parents. Informal dialogue took place as well as the use of a structured interview outline. There was a high level of enthusiasm about the program among the people participating and a strong desire to see it continue.

(See Appendix for Interview Form Sample.)

B. TESTING DESIGN AND ANALYSIS OF STATISTICAL DATA

The ESEA Title I Program, Strengthening Early Childhood (SEC) Component, as were the other Components, was evaluated using the newly mandated normal curve equivalent (NCE) Scores. A discussion of these scores and their general interpretation is provided in the Introduction to all Title I reports.

The students were tested in the Fall of 1978 and again in the Spring of 1979. ESEA Title I Strengthening Early Childhood (SEC) Program operated in the first and second grades. In the first grade program, all students were tested using the Metropolitan Readiness Test. All students in the second grade program were tested using the Stanford Achievement Test.

Detailed statistical results are on file in the District Office. These scores include pre-mean and standard deviations, post-mean and standard deviations, and difference or change in the means and standard deviations, as well as the number of pairs of students tested and the correlations and t statistics. These reports constitute over two hundred and fifty pages and are not included here because of the cost of duplication inherent in this detailed breakdown. The interpretation of these results will, instead, be incorporated here. The reader may study the statistics in detail in the Community School District #32 Funded Programs Office.

INTERPRETATIONS OF STATISTICAL DATA

An analysis of the data show that students in the first grade made substantial increases in the pre-reading and math concepts scores. Analysis of the second grade students showed that substantial increases were made in both the reading and mathematics areas. Further analysis

is still being made of data. These findings are consistent with those of the previous years and with the general trend in the percentile scores of disadvantaged groups as they progress through the grades. This phenomenon was discussed in greater detail in the Statistical Introduction.

SUMMARY

The Strengthening Early Childhood Program (SEC) appears to be highly successful and reflects the rapid growth which can be expected of students of this age group when subjected to a special program, such as Title I, Strengthening Early Childhood, which is attuned to their needs.

III. FINDINGS OF PREVIOUS EVALUATIONS

1. Recommendation: "The SEC Program helped participating youngsters raise significantly their reading and math levels. It should most definitely be continued."

Findings: The SEC Program was continued and it did serve to enhance the reading and math levels of the participating youngsters.

2. Recommendation: "The SEC Program should begin with the full compliment of SEC Teachers of at least one per school at the beginning of September 1978."

Findings: The SEC Program did begin and continue as described above.

3. Recommendation: "Wherever possible, each school should continue to have a resource room, conveniently located near the first and second grades."

Findings: Public Schools 75, 106, 116, 151, 299 and 377 were able to keep the same resource room or rooms they occupied the previous year. Public Schools 274 and 145 kept two of the three rooms used the previous year, Public School 45 opened up a well equipped and organized classroom adjoining the SEC Teacher's smaller office-room. They also used a small room nearby for audio-visual instruction as well as the large "open-corridor para areas". P.S. 384 moved their resource room to an "open classroom" in the Early Childhood wing of their building. P.S. 86 moved from a lower floor former book closet to a classroom on the third floor. Their first and second grades are on the second and third floors. It was the largest room (although not large by other school

standards) ever used by the SEC Program at P.S. 86. They also used a small Audio-Visual area adjoining the Resource Room. This enabled the SEC Teacher to have her materials conveniently displayed for her use and her para's use with the children. This room accommodated several paras and children at a time and gave the SEC Teacher desk space for her administrative paper work. She was able to do a much better job of supervising the paras than in previous years, when they spent most of their day in the back of their assigned classrooms. P.S. 123 kept their one-third of the Title VII Avanti Kindergarten for the third year. They have the largest number of paras and participating children, but the smallest amount of space for the SEC Program. Nevertheless, this is an improvement over no Resource Room at all, as was observed in 1975-1976, by this year's Evaluator.

4. Recommendation: "The Coordinator should continue to conduct in-service workshops on a monthly basis for the SEC Teachers."

Findings: The Coordinator did conduct in-service workshops on a monthly basis for the SEC Teachers.

5. Recommendation: "The SEC Teachers' monthly workshops conducted by the Coordinator should continue to be held in alternating school Resource Room in order to demonstrate a variety of ways of implementing the program and sharing of ideas and materials."

Findings: This was only possible at the afternoon session of the June Workshop, which was held at P.S. 75. Many of the workshops were spent on the training of the teachers for the new District-side Data Collection System and did not lend itself to moving to alternating schools.

6. Recommendation: "The Coordinator should visit the program in the schools on a regular basis to give on-site constructive criticism."

Findings: This was done at the beginning of the year and whenever a problem arose, but in the latter half of the school year the Coordinator needed to remain in her office to assist the preparation of data collection materials.

7. Recommendation: "Para training workshops should continue to be conducted by the SEC Teachers in their own schools on a regular basis, with periodic reinforcement by the Coordinator."

Findings: Each SEC Teacher had two workshops per month for their own paras. In that they knew their own paras' needs and they were the ones who ordered their materials, this method of para training worked out best.

8. Recommendation: "Each SEC Teacher should have her materials readily available and work with the children in the SEC Resource Room."

Findings: This was done this year and as the SEC Teachers worked with the children, along side their paras, they helped demonstrate professional teaching techniques.

9. Recommendation: "The Coordinator should once again meet with the tax-levy classroom teachers early in the school year, so that they can better understand the Program Guidelines."

Findings: This was done and with very positive effects.

10. Recommendation: "The paraprofessionals should continue to be under the jurisdiction of the SEC Teachers and not the tax-levy classroom teachers. This is to avoid the tax-levy classroom teachers assigning work to the paras that is not intended in the Guidelines."

Findings: To a much greater degree, it is understood by the tax-levy teachers, that the paras are under the jurisdiction of SEC Teachers.

11. Recommendation: "Consideration should be given to having at least two SEC Teachers at the largest schools P.S. 123, P.S. 384, P.S.145, P.S. 274, and P.S. 45, so that supplemental instruction can continue to be given to the children and the administration responsibilities be shared."

Findings: This was not possible due to insufficient funding. It would have been very helpful, if additional funds were available, as the SEC Teachers were very busy preparing materials for the Computer Data Collection Program and therefore had less time to work directly with children.

12. Recommendation: "SEC Teachers should continue to spend more time working directly with the paraprofessionals. The overall effect is to improve the quality of learning experiences for the children."

Findings: Now that each school had their own Resource Room, the SEC Teachers did spend more time working directly with the paras. When they worked with children or did administrative paper work, most SEC Teachers were working along side the paras in the Resource Room.

13. Recommendation: "The SEC Teachers should have more time to diagnose children's needs and plan for specific skills to meet those needs."

Findings: The new data collection computer print-outs and the skills checklists helped SEC Teachers diagnose children's needs. The SEC Teachers did not have lunchroom supervision this year and so they did have more time to devote to their program.

14. Recommendation: "In the Resource Room, enrichment lessons, rather than the re-teaching of tax-levy lessons should continue to be the pattern for instruction."

Findings: "Enrichment lessons" were the pattern of instruction in most lessons observed by this Evaluator.

15. Recommendation: "Articulation between the tax-levy classroom teacher, the SEC Teacher and the Coordinator should be continued in order to effect optimum involvement of each paraprofessional."

Findings: The articulation was continued and was very effective. New data collection print-outs aided in this area of articulation.

16. Recommendation: "When target children move out of a school, those places should be promptly filled by other children in need of small group instruction."

Findings: Due to the fact that every child in the district was pre-tested, it made it very easy to promptly fill the place on the target list when other children moved out of the school.

17. Recommendation: "The preliminary list of participating children in the first grade, based on data from the Kindergarten Early Identification Program, could be adjusted after the first grade standardized test results are returned, if necessary."

Findings: Participating lists were adjusted after the first grade test results were returned, if it was found a child scored too high.

18. Recommendation: "Some SEC Teachers need to make a greater effort to see their forty children on a regular basis each week, so that these children would receive the professional aspect of the SEC Program as well as the paraprofessional aspect."

Findings: The SEC Teachers were making every effort to see their forty children on a regular basis each week until they were required to prepare the materials for the new Data Collection Computer Program. The time spent in preparation of the materials in some cases, took away from the time previously spent actually teaching children.

19. Recommendation: "The SEC Teacher should be freed to spend more time with her participating children and administering the SEC Program and less time with non-SEC administrative tasks such as supervising lunch rooms and being a substitute."

Findings: This recommendation was followed and the SEC Teachers did not have to supervise lunchrooms and only on very rare occasions were they called upon to "cover a class" when the classroom teacher was absent. Due to the fact that there were twenty-five first grade children per class, instead of the thirty-two seen in previous years, it was easier to "break-up" a class and disperse them in the other classes when a substitute was unavailable.

IV. FINDINGS

A. Physical Settings

SEC serviced approximately 2,000 children in the first and second grades in the twelve elementary schools of District #32. Each school had at least one SEC Resource Room conveniently located near the first and second grades. The physical set up ranged from one-third of a Kindergarten room at P.S. 123 to two full sized classrooms at P.S. 274 and P.S. 145. This Evaluator has seen a tremendous improvement in the physical setting for this program over the past four years. It is a credit to the SEC Teachers and the Administrators, that they saw the value of having a room to keep their SEC materials available and work freely with the children. As space became available (due to declining enrollments in most schools) they made sure they had rooms for the SEC Program. Each full-sized room functioned well with several paras and their individual or small groups of children. They were attractively decorated with the children's work and appropriate educational materials. It was obvious that the SEC Teachers and the Paraprofessionals took pride in the appearance of their Resource Room. For a more detailed description of Resource Rooms see III. "Findings of Previous Recommendation", #3.

B. Materials And Equipment

All Resource Rooms were equipped with excellent teaching materials, such as commercially produced instructional kits and games, manipulative materials for mathematics, record and cassettes with accompanying books or filmstrips. The new Dukane Automatic Filmstrip and Cassette Player was a well received addition to the program this year. SEC Resource Rooms had sets of books for small group or individual instruction. Modern

Curriculum Press had little books which reinforced specific vowel sounds while telling enjoyable stories. Children enjoyed playing phonics card games and board games designed to reinforce initial consonants, vowel sounds, math facts, etc. The children enjoyed the DLM Kits, SRA School-house Kits, Troll Books and Super Books. The STEP Manipulative Board helped with letter recognition and phonics and the SPELLBINDER lit up when the answers were right. In many cases, SEC Teachers and Paras also used their own games and activities. Children made their own scrap books and alphabet or number books. Experience charts were used and creative writing was encouraged. There were very few instances when paras reverted to rexos or tax-levy materials. When the paras worked in the SEC Resource Rooms, which was for a greater part of the day in most schools, they enjoyed using the enrichment materials with the children. Attractive educational games and materials have been added to the program each year.

C. Personnel And Interpersonnel Relationships

1. In 1977-1978, fifteen (15) additional SEC Teachers were added to the twelve SEC Teachers in the twelve schools to provide additional professional service and to help in the administration of the program. Unfortunately, the funding for the additional fifteen (15) teachers was not provided this year and the program reverted back to the original proposal of only one SEC Teacher per school. The twelve SEC Teachers were in charge of the total program at their respective schools. At one large school, the original SEC Teacher left and she was replaced by one of the "extra" SEC TEachers from the previous year. The new SEC TEacher, who had been trained by the Coordinator, took over and did a superb job of re-training the paras and re-organizing the two Resource Rooms. In a short time, her program was one of the best in

the district. At another school, the original SEC Teacher retired February 1, 1979. She was replaced by the PSEN Kindergarten Teacher Specialist from that school. She too, brought fresh new ideas to the program. The twelve SEC Teachers, as a group are very professional. They are good administrators and good with young children. They have an on-going articulation with the tax-levy teachers and their respective administrators. Each tax-levy classroom teacher received a copy of the results of the new District-wide Data Collection System for their class. The computer "print-outs" had information that assisted both the SEC Teacher and the tax-levy teacher in diagnosing instructional skills development and was a positive basis for articulation.

2. There were 100 paraprofessionals servicing approximately twenty children each for a total of approximately 2,000 children. The paras in the program are experienced, concerned people whose backgrounds and skills vary, but who universally care about the achievement of the children in the program. There are many paras who have completed their college education or are close to receiving their college degree. In interviews with the paras, most had high praise for the help and in-service training they received from their SEC Teachers. The paras also have a good working relationship with their tax-levy teachers. There is evidence of planning and articulation taking place between the SEC Teachers, the paras and the tax-levy classroom teachers for specific activities to meet the needs of the participating children.

3. There is one Coordinator for Early Childhood, encompassing both the SEC Component and the PSEN Kindergarten Component. She is a most competent Administrator. She is acutely aware of the strengths and

weaknesses of her programs in each of her twelve schools. Her SEC Teachers felt free to call her whenever they had a problem, knowing she would do her best to solve that problem as soon as possible. She was most patient and encouraging to the SEC staff as they moved into the new area of computer programming. The intense training given in her workshops to set up the Computerized Data Collection System should help all personnel make long range studies of growth.

4. The District's new policy of testing all children in reading and math was an even greater basis for articulation between the tax-levy teachers and the SEC Teachers. Each tax-levy teacher was given a computer print-out for each child in her class, whether in the SEC Program or not. This mutually shared information on each child helped dialog an articulation, as well as assisting tax-levy and SEC Teachers in diagnosing and prescribing instructional skills. Some SEC Teachers invited tax-levy teachers into their Resource Rooms during their "prep" time, so that they could observe how the program functioned. This too brought about a greater appreciation of the SEC Program by the tax-levy teacher. The Principals and Guidance Counselors were very aware of the positive benefits of the SEC Program. In most schools, there is a very good working relationship between the SEC Teachers and paras and the tax-levy teachers and administrative staff. Parents and children are also very appreciative of the extra help provided by the SEC personnel.

D. Program Procedure

All of the first and second grade children in the district were tested and about half of the children (those most in need of individual or small

group instruction) were placed on lists of participating children. The participating children were those who were most deficient in the areas of reading and/or math. Each para was instructed to work with each of her twenty children each day. She worked with her children individually or in small groups in the areas of reading, math or language development. Paras worked part of the day in the tax-levy classrooms, but most of the day in the SEC Resource Room under the supervision of the SEC Teacher. The best on-site supervision took place on an on-going basis when the paras worked along side the SEC Teachers in the SEC Resource Rooms. There they were sure to use the SEC materials and not tax-levy materials. The part of the day the para spent in the classroom was usually during what is called "locked-in reading time". The typical procedure was for the tax-levy teacher to be in the front of the room with one reading group, and the para working with a small group in the back of the room, while other children did "seat work". In the classroom, the para usually had the use of a small chalk board and other instructional materials. Sometimes the para would be helping individual target children with their seat work.

The SEC Teachers were instructed to select forty children from the participating lists (usually those with the greatest need for extra help), and work with them each week. For most of the year, every effort was made to fulfill this aspect of the program. In the Spring, however, many SEC Teachers were so overburdened with testing (four tests for second grades, due to City and State requirements) and the preparation of the materials for the Data Collection Computer Program, that they picked up their children only when time allowed. Some did work consistently with a group of children, but it could not approach forty children per week. One SEC Teacher however, has consistently made every effort to see forty children

per day, five groups of eight each! When the SEC Teachers could not get to service their forty children, they did keep very close tabs on the progress of the children as they were serviced by the paras. SEC Teachers as a group are very conscientious, but sometimes there was not enough hours in the week to accomplish all that was expected of them by their principals and the program.

The SEC Teachers serviced their children in the SEC Resource Rooms this year. When they serviced their children at the same time as the paras, they set an excellent example of how to work with children. When paras had the opportunity to work in the same room as the SEC Teacher, they received on-going training. This year a greater effort was made to have the paras service children in the Resource Room so that the SEC Teachers could observe them and help them with their children. When the SEC Teacher also did her "paper-work" in the Resource Room she could also observe the para's lessons and give on-going constructive criticism. If the SEC Teacher did her "paper-work" in another office, she was not available to give the same kind of on-going help.

Most of the time spent by the paras and SEC Teachers working with children, was spent in short blocks of time. They worked with individuals or small groups, utilizing the SEC enrichment materials to reinforce number recognition and number concepts, recognition of the letters of the alphabet and the sounds of the letters for a phonetic approach to reading. Flash cards and "word Bingo" games were used to reinforce sight vocabulary words needed to keep up with their reading group. Children were encouraged to read supplementary books and to write original stories. One SEC Teacher had her paras and children do simple cooking experiences. They wrote the recipes and had their own cookbook printed for the school. Filmstrips and

cassettes were used for language enrichment and developing listening skills. The methods used were to have the youngsters seek answers to questions by building on prior knowledge. They were given encouragement so they could have a feeling of success. Each child was made to feel important and every effort was made to build up his confidence.

E. Training And Support

This year the training of the paraprofessionals was done by the SEC Teacher at each school. Workshops were held twice a month by the SEC Teacher and on-site help was given to the paras on an on-going basis. Planning was done by the para for each child under the guidance of the tax-levy classroom teacher and the SEC Teacher. The paras had two "preps" a week for their planning periods. There were monthly workshops conducted for the SEC Teachers by the Coordinator at the District Office. An intense training program was begun in the Spring Semester for all SEC Teachers in setting up a computerized program. It is hoped that this new program will help all personnel make long range studies of growth or deficiencies in skill areas.

The Coordinator visited each school to observe the program and give on-site support. She had the overall responsibility for the SEC Component and acted as liaison with the Administrators and SEC Teachers. At the beginning of the school year, she gave an orientation workshop at each school for the tax-levy teachers and the SEC staff. The Coordinator also met frequently with the SEC Teachers individually at the District Office for intense training in the preparation of materials for the Data Collection Computer Program. SEC Teachers reported to this Evaluator that the Coordinator was especially patient and encouraging as they painstakingly worked to learn the new Computer Data Collection System.

F. Parent Involvement

The SEC Teachers had three workshops per school for parents this year. Great efforts were made to get parents to participate in the workshops. This was the International Year of the Child. The SEC Program made a special effort to have parents come in for a workshop during the first week in April, designated by the District as the Week of the Young Child. This Evaluator was privileged to attend a few of these workshops. Some were joint workshops planned and run by the SEC Teacher and the PSEN Kindergarten Teacher Specialist. The workshops dealt with ways parents could help their children learn at home. They also were an opportunity to acquaint the parents with the paras and the SEC Program. There is a great effort on the part of the program personnel to encourage the parents to be involved with their children's education. Workshops for the most part, were better attended than in past years, as the SEC staff sought new ways to encourage parents to participate. One excellent workshop served refreshments that were featured in the "children and paras" cookbook. This was followed by a lively discussion about raising six and seven year olds conducted by the Guidance Counselor. Another excellent workshop, attended by about thirty parents had paras working with parents in small groups sharing ideas of how to use materials found around the home for helping children improve their skills in reading, math and language development. Another workshop brought in a teacher who ran a Nutrition Program at the school. That teacher and some of his students demonstrated how to prepare nutritious foods for the family. One school had children dramatize nursery rhymes. This well received program, with children wearing costumes prepared by the SEC staff and the parents, was video-taped. This Evaluator viewed the video-tape with a group of enthusiastic children who had participated

in the program. One school put on such an outstanding production it was televised for the 6 o'clock news! Most SEC Teachers reported that their parent workshops were well received and well attended.

G. Adherence To Program Guidelines

Every effort is being made by the SEC personnel to adhere to the guidelines of the program. They service only the participating children in spite of the fact that there are frequently more children that could use the additional help. The SEC Program is serving the population for which it was designed. The children were placed on the participating lists by the classroom teacher using professional judgement and substantiated by the test scores. The Coordinator instructed the para to service no more than six children at a time, and it was observed that this guideline was being followed. This was an improvement over past years when some paras attempted to work with groups that were too large for them to handle. The twenty children were serviced a few at a time, for short periods of time. This way, children did not miss too much class time and the time spent with the paras was geared more to their needs.

H. Other Findings

This program continues to have a very positive effect on the participating children and the professional and paraprofessional staff. The children working with the paras gained in confidence and made significant gains in their scholastic levels. The paras experienced and expressed a great sense of accomplishment as a result of their work. The administrative staff of the schools are very enthusiastic and supportive of the SEC Program and the positive impact it is making.

Though many children improved their reading, math and language skills, as evidenced by their classroom performance and standardized tests, most of them continue to need help. They need to continue in this type of program so they can more fully approach their potential. District #32 has a great problem of mobility. It has been reported that the new children moving into the district are in need of even more help than the children who moved out.

V. CONCLUSIONS AND RECOMMENDATIONS

1. The SEC Program helped participating youngsters raise significantly their reading and math levels. It should most definitely be continued.
2. The SEC Program should begin in September 1979 with the full compliment of SEC Teachers of at least one per school.
3. Each school should continue to have a Resource Room conveniently located near the first and second grade classrooms.
4. The Coordinator should continue to conduct in-service workshops on a monthly basis for the SEC Teachers.
5. If possible, some of the monthly workshops should be held at alternating schools' sites in order to demonstrate a variety of ways of implementing the program and sharing of ideas and materials.
6. The Coordinator should continue to visit the program in the schools to give on-site constructive criticism.
7. Para training workshops should continue to be conducted by the SEC Teachers on a regular basis.

8. Each SEC Teacher should continue to service her children in the Resource Room and to do her administrative "paper-work" in the same room.
9. The Coordinator should meet once again at the beginning of the year with the tax-levy teachers, so that they can better understand the guidelines of the program.
10. The paraprofessionals should continue to be under the jurisdiction of the SEC Teachers and not the tax-levy teachers.
11. If funds are available, consideration should be given to having an additional SEC Teacher at the largest schools.
12. Some SEC Teachers should make a greater effort to service their forty children per week so that the children would receive the benefits of professional help as well as paraprofessional help.

EXECUTIVE SUMMARY OF TITLE I
STRENGTHENING EARLY CHILDHOOD COMPONENT

FUNCTION # 5097-81622
IMPACT AID # 5097-88722

Ms. D. Terry Carin
Educational Evaluator

A. Description of the Subjects

The students chosen for the SEC Program are approximately 50% of the first and second grade children in the twelve elementary schools of District #32. They are the children most deficient in the areas of reading, mathematics and language development. The approximately 2,000 participating children are those who in the judgement of teachers, administrators and guidance counselors, are most in need of individual and small group instruction.

B. Objectives of the Project and of the Evaluation

The objectives of the program are to develop reading, language and mathematics skills through a program of small group and/or individual instruction given to those children most in need of supplemental service.

The objectives of the evaluation are to see that the Title I Guidelines for the SEC Program were being followed and that the program was servicing the approximately 2,000 children most in need of remedial help in the areas of reading, mathematics and language.

C. Evaluation Procedures

Each of the 100 paraprofessionals and the 12 SEC Teachers were observed working with the participating children, with a pre-visit and a post-visit at each school. The lessons were judged according to the following criteria:

1. Management and Preparation
2. Materials
3. Physical Needs of the Children
4. Questioning Techniques
5. Affective Domain

All twelve SEC Teachers, all twelve Principals, many paraprofessionals, some assistant principals, the SEC Coordinator and some guidance counselors were interviewed. (See Appendix for Sample Interview Forms.)

SEC Teachers were observed conducting workshops for the paras and also for parents. The SEC Coordinator was observed conducting workshops for the SEC Teachers and working individually with SEC Teachers. (See Appendix for Sample Observation Forms.)

D. Findings and Conclusions

The SEC Program helped participating youngsters raise significantly their reading and math levels. It most definitely should be continued. The SEC Coordinator, the SEC Teachers and the Paraprofessionals are a very capable and dedicated group of people. They are very aware of the problems and needs of the participating children and work very hard

to help those children reach their potential.

The tax-levy classroom teachers and the principals are very appreciative of the supplemental services provided by the SEC Program. It is the opinion of this Evaluator, that these young children continue to receive the services of the Title I SEC Program.

COMMUNITY SCHOOL DISTRICT #32

1978 - 79 Final Report

E.S.E.A. TITLE I PROGRAM

BILINGUAL METHODOLOGY COMPONENT READING

Function No. 5097-81623

Impact Aid Function No. 5097-98723

SUBMITTED BY: Dr. Arthur A. Carin
Chief Evaluator

Introduction

This report is written by the Chief Evaluator with materials supplied to him from several sources. An on-site Evaluation Consultant visited each classroom at least twice during the school year, observing and interviewing school personnel in the program using forms cooperatively developed by him, the Project Coordinator and the Chief Evaluator. Samples of the forms used are in the Appendix. The on-site Evaluation Consultant met after each visit with the Project Coordinator and the Chief Evaluator to review his observations and interviews and to suggest possible program improvements. Unfortunately, the on-site Evaluator was unable to prepare the written final report. Therefore, the Chief Evaluator, who has been serving in that capacity in District #32 for three years and is thoroughly familiar with the program, has written this report utilizing these materials: meetings with the Evaluation Consultant, Project Coordinator, Deputy to the Superintendent for Funded Programs, teachers, and other pertinent school and District Office administrators and personnel; written notes and observations made by the Evaluation Consultant; workshops for teachers attended (and some run by); discussions with program teachers; previous on-site observations of the program in action, as well as continuous meetings during the year to keep abreast of the latest developments in the program.

I. PROGRAM DESCRIPTION

A. Objectives

The three major objectives of the component were:

1. To upgrade the reading performance of children in grades 3-9 who have been identified as most below minimal competency in reading as defined by Title I criteria.
2. To diagnose reading deficiencies and prescribe a program to upgrade performance in skill areas in need of remediation.
3. To evaluate the gains obtained by administration of the Stanford Diagnostic Reading Test. The children are expected to show gains significantly beyond that which would be expected without participation in the program.

B. Participants and Their Selection

Students most in need of English reading instruction were selected and participated in this component. The specific criteria used were:

1. a rating of "severe" English difficulty (Category I) or "moderate" English difficulty (Category II) on the Language Assessment Battery (LAB) sponsored by the New York City Board of Education.
2. Scores of two or more years below grade level in reading based upon standardized tests and/or teacher judgment when tests are not available.

Over 1800 students were serviced during the 1978-79 school year in the Title I Bilingual Reading Program. See the following chart for the distribution of students by school and grade.

GRADES

School Buildings or Other Project Sites	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
P.S. 45					20	20	20	20							80
75					20	20	20	20							80
86					20	20	20	20							80
106					20	20	20	20							80
116					20	20	20	20							80
123					40	40	40	40							160
145					40	40	40	40							160
151					20	20	20	20							80
274					55	55	50								160
299					20	20	20	20							80
377					20	20	20	20							80
384					20	20	20	20							80
J.H.S. 111								60	50	50					160
162									80	80	80				240
I.S. 291									80	80					160
J.H.S. 296									40	40					80
TOTAL					315	315	310	320	250	250	80				1840

C. Program Structure and Activities

Reference to the previous chart shows approximately 80 children were serviced per school in all twelve elementary schools, three junior high schools, and one intermediate school. Because some schools had more than one reading lab, there was a total of 23 labs in 16 schools. Approximately five groups of sixteen students attended a fully-equipped reading lab on a five period, forty-five minutes per period schedule. The number of children varied somewhat and the actual teaching periods ran five to ten minutes less than maximum due to picking up and dropping off participating students.

The Bilingual Reading Clinic instruction focused upon the development of phonics, comprehension, structural analysis vocabulary skills and language development depending upon the needs of each group and individual child as demonstrated on the Diagnostic Test, and other inventories and diagnostic instruments. The clinics operated within a diagnostic-prescriptive framework; children were pre-tested and specific areas of difficulty were noted for each child. Teachers then planned for appropriate activities, and developed those activities for small group instruction and practice. The Bilingual Reading Clinics instruction focused upon Language Development through the use of the language experience approach, experiential development, oral language emphasis and strategies. These strategies included:

1. Language experience (experience charts)
2. Vocabulary development
3. The use of English as a Second Language techniques and materials with a Bilingual Methodology approach.
4. The teaching of English language patterns.

A major feature of the Bilingual Reading Clinics was the employment of

a child's native language (Italian, Spanish) by the teacher, in order to explain a particularly difficult concept. The emphasis was on the use and development of English.

D. Personnel

The chart on the following page presents the personnel for the Bilingual Reading Component. The program was under the supervision of the Coordinator, who was responsible for many functions, among which were on-site observations of teachers and paraprofessionals, selection, purchase and distribution of instructional and testing materials, conducting of workshops for teachers and paraprofessionals on administrative and instructional matters, and maintaining liaison with school and District Office administration and personnel.

Each Reading Clinic consisted of one bilingual teacher and paraprofessional. The teacher was responsible for the testing and diagnosis of student deficiencies, for accurate record keeping, maintaining folders of student's work, and for planning and carrying out instructional programs to meet the needs of the students. In addition, the teacher was responsible for assigning specific tasks to the paraprofessional and for supervising and upgrading the para's activities.

The duties of the bilingual paraprofessional consisted of: working with small groups of children, reinforcing skills developed by the teacher, handling and operating instructional equipment, and assisting in record keeping.

The bilingual reading component staff was involved in intensive pre-service training conducted by the Coordinator at the start of the school year. Workshops were also given on a regular basis by the Coordinator, Chief Evaluator, Statistical Evaluator, Consultants

dealing with instructional and administrative matters, and to details for the institution this year of a District-wide testing and data collection system.

II. EVALUATION DESIGN AND METHODOLOGY

A. Evaluation Activities

The evaluation design consisted of three interrelated segments: on-site observational visits, interviews of pertinent personnel, pre and post testing of all children both participating and non-participating on a district-wide basis. The first two evaluation activities were conducted by an Evaluation Consultant with a background in both bilingual education and the theory and practice of teaching of reading. The Evaluator visited all classrooms on a random basis with no previous notification to teachers. Each Reading Clinic was visited twice on a pre and post basis. The Evaluator recorded and evaluated a number of items on a special form cooperatively developed by the Consultant, Coordinator and Chief Evaluator. Some of the areas of the observational evaluation were: effectiveness of instructional materials, classroom organization, pupil involvement, and teacher involvement. (See Appendix for sample form.)

The Evaluator conducted interviews with teachers, school administrators, paraprofessionals, and some children using a form cooperatively developed by him, the Coordinator and the Chief Evaluator. (See Appendix for sample form.)

B. TESTING DESIGN AND ANALYSIS OF STATISTICAL DATA

The ESEA Title I Program Component in Bilingual Methodology (reading) existed in the third through ninth grades and used the criterion reference scores from the Stanford Diagnostic Reading Test. The State Education Department mandates that criterion reference tests be used to evaluate these programs.

The students were tested in the fall of 1978 or when they entered the program and again in the spring of 1979. Students may be tested only on those areas of the Stanford Diagnostic Reading Test which are necessary for the specific objectives which have been identified for instructional purposes. In those specific areas, the students are determined either to have mastered or not mastered the specific objective. If the students have not mastered the objective, they are given instruction in that area and, at the post test time, a count is made of how many students who had originally failed the objective now have mastered the objective.

Each objective consists of several questions and the student must answer eighty or more percent of the questions correctly to be considered to have mastered the objective. There are no test statistics which are generated. The program objective is that sixty percent of the students who had initially failed an objective will subsequently master the objective.

Although not all of the students in the Bilingual Component take the entire Stanford Diagnostic Reading Test, many of the students do have sufficient reading skills to take the entire test. We, therefore, also have NCE scores on a substantial portion of the students in the

Bilingual Methodology Component. These scores can be interpreted in a manner similar to that applied to the reading component of this program. The detailed reports constitute over 250 pages and are not included here because of the bulk and cost of duplication inherent in this detailed breakdown. The interpretation of these results will, instead, be incorporated here. The complete statistical report is in the Community School District #32 Funded Programs Office should the reader wish to study the statistics in detail.

INTERPRETATIONS OF STATISTICAL DATA

Interpretations of NCE scores indicate that in the third grade through the sixth grade, the students maintained or exceeded their percentile levels. In a bilingual population, this is strong evidence of a highly successful program. In the seventh, eighth and ninth grades, there is some evidence that the students started to show the characteristic falling behind that is found in disadvantaged populations on a nation-wide basis. This does not exceed a very moderate decline except in the eighth grade in the area of comprehension. In the eighth grade, the students showed a substantial growth in auditory vocabulary. The decline in comprehension could have been as a result in overemphasis in auditory vocabulary and the coordinator is considering if a slight shift in emphasis at that grade level is appropriate.

In summary, the Bilingual Methodology Program appears to be highly effective this year and reflects many of the changes and improvement which have been incorporated as a result of previous recommendations and experiences.

III. RECOMMENDATIONS OF PREVIOUS EVALUATION

1. Recommendation: "On the basis of Evaluation Findings and Analysis, the program should be refunded and continued."

Findings: Program was refunded and continued through 1978-79.

2. Recommendation: "In the selection of teachers certain criteria should be set. Among them are:
 - A. A preference for a person certified as a Reading Teacher.
 - B. An ability to speak English and Spanish or Italian with fluency."

Findings: In the selection of new teachers, this recommendation was followed wherever possible.

3. Recommendation: "In order to expedite the diagnostic-prescriptive approach, teachers need instruction and materials. As mentioned earlier in the report, work in this area is of top priority and will take a great deal of time and effort; however, once definite objectives and procedures are established, it will be easier for the Coordinator and the teachers to know what is expected and to evaluate the degree to which the criteria are being met."

Findings: With the assistance of the Chief Evaluator, Statistical Evaluator and the State Education Department the following specific skills area were identified from the diagnostic tests given to each child participating in the program, along with the code assigned each skill by the State:

- A. Phonic Analysis - 2101 to 2105
- B. Structural Analysis - 2207
- C. Word Knowledge - 2305

D. Comprehension Skills - 2401 to 2408

1. Finding the Main Idea - 2406
2. Noting Details - 2404
3. Using Inferential Interpretation - 2403
4. Following Directions - 2405
5. Following Story Sequence - 2409
6. Content Area Reading - 2408

Each participating lab selected ten to twelve of the above instructional objectives and geared their program to those objectives. The selection was based upon the needs of the participants.

4. Recommendation: "Activities geared toward vocabulary development, good speech patterns and building backgrounds of experience should be developed."

Findings: This was handled by special workshops conducted by the Coordinator, the Evaluation Consultant, specialists from the Crane Reading System, the Coordinator of the Title I Reading Labs Program, and others.

5. Recommendation: "While physical conditions are generally good, there should be a continuation of efforts toward changing three of the rooms now in use and finding a room for a peripatetic Reading Clinic Teacher."

Findings: Attempts to solve this problem continue. It is difficult to find space where space does not exist. See Recommendations section for suggestions for next year on this topic.

6. Recommendation: "As various plans for distribution of children and development of Clinic Teacher loads are discussed, the Coordinator must seek to protect the rights of Clinic Teachers while being sure that they share responsibilities with other teachers where possible."

Findings: This problem was resolved during 1978-79. Much better articulation existed this year between funded and tax-levy teachers.

7. Recommendation: "A bi-monthly schedule should be established for the changing of display materials to liven up the rooms."

Findings: Considerable improvement was noted in this area this year.

8. Recommendation: "Finally, the Coordinator must give specific, constructive criticism to those teachers who need some firm direction from others to get "on the track"."

Findings: Individual and group conferences were held with the Coordinator and/or the Evaluation Consultant and constructive criticisms were given.

IV. FINDINGS

A. Physical Setting

Most of the Bilingual Reading Clinics were housed in regular classrooms offering adequate space. However, several of the classrooms used were not conducive to an optimum learning environment.

Many of the rooms had displays of various kinds including pictures, posters, charts, and samples of children's work, which helped to make the rooms more attractive and conducive to learning. However, in some rooms there was little change in the exhibits from visit to

visit and, also in some rooms the children's work was outdated by several months.

B. Materials and Equipment

The Coordinator, in close collaboration with the project teachers and paraprofessionals, reviewed and eventually purchased bilingual reading materials in the areas of both hardware and software. In addition, over the years that the program has functioned, some of the experienced Reading Clinic Teachers have collected and developed a good deal of instructional materials. Most of the clinics have a variety of soft covered reading booklets such as Guided Reading, often used in conjunction with audio-cassette machines and earphones. There were also kits of various kinds for developing word recognition and comprehension skills. Rexographed materials were available in most of the clinics.

There were wide differences in how clinic teachers used instructional materials. Many of the teachers seem to operate routinely and to employ standard materials without much variety.

C. Personal and Interpersonnel Relationships

Again, as in last year's evaluation, there was a wide range of abilities among the Bilingual Methodology Reading Clinic Teachers. These differences also show up in the teaching techniques used from class to class. Some of the teachers have had little or no formal training or background in the teaching of reading. Some of these teachers need more guidance and direction than the others, and the Coordinator is aware of this and is attempting to work individually with them to improve their teaching. There also appears to be a

need for the improvement of language among some teachers, so that they can gain greater proficiency in either of the two languages used primarily in the program.

A wide range of abilities was observed in the paraprofessionals also. A few were excellent, most adequate, but a few were poor either in terms of attitudes toward children or in their grasp of language and/or teaching or reading. This raises a major problem arising from the selection of bilingual teachers and paraprofessionals, namely that of role and speech model for the children. Conflict and confusion can result for children: on the one hand they hear clear, correct enunciation of English and the correct cadences by listening to the audiotapes; however, some of the bilingual teachers and many of the paraprofessionals do not reinforce these oral language patterns needed for English.

D. Program Procedures

In each Bilingual Methodology Reading Clinic there were three or more groups for instruction. In almost every room the clinic teacher had plans for each group. Generally, the teacher introduced new skills or concepts and the paraprofessional worked with children with reinforcement activities or practice materials. The teacher planned the para's work each day. Folders of children's work were available in every room. It was suggested to the Coordinator and teachers that more of the children's work should be there, and the assignments should be dated. Some classes had up-to-date logs on each child's activities; this is an excellent procedure and should be encouraged in all the clinics. It was observed that there was a direct relationship between good record keeping, diagnosis/prescription, and planning and executing good teaching techniques on an individualized basis. Focus upon each individ-

ual child using the data available to each teacher now through the District-wide testing and computer data collection system, leaves no excuse for any teacher not to utilize the diagnostic/prescriptive approach. Detailed printouts from the computer pinpoint specific skill strengths and weaknesses of individual children. Workshops for teachers and paras on the use of the computer data base system and its uses for diagnosis and prescription were conducted by the Coordinator, the Chief Evaluator, Statistical Evaluator and District Office personnel. In addition, there are forms used in other programs, which might be helpful to make record keeping more efficient.

E. Training and Support

The establishment this year of the district-wide testing and computer data collection system has resulted in greater utilization of the diagnostic-prescriptive approach. (See D. Program Procedures above for brief description of the workshops devoted to this purpose.) In addition to group workshops on a regular schedule basis, the Coordinator introduced a series of on-site (classroom-by-classroom) recommendations for the improvement of the physical set-up, teaching approaches and better materials usage. Due to the wide disparity of training, experience and ability among the Reading Clinic Bilingual Teachers and Para-professionals, the Coordinator's task of supervision was made very difficult. The Coordinator demonstrated considerable energy, stamina and administrative acumen in organizing and carrying out her supervisory techniques for such a divergent group of people.

F. Parental Involvement

Parent Articulation Forms were introduced by the Coordinator as an aid for teachers to record problems discussed and activities agreed

upon with parents. In addition, days were identified for parents to visit the Bilingual Reading Clinics. Parent workshops were also held at some of the local schools.

G. Articulation with Classroom Teachers

As with all funded programs, communication with tax-levy teachers is difficult at best, due to the demands on both teachers, which inhibits communications. Some teachers were able to speak with teachers about individual children, but this is uncommon. More frequently however, articulation forms become the major form of communication between the Bilingual Reading Clinic Teachers and tax-levy teachers.

H. Adherence to Program Guidelines

Small group or individualized instruction based upon individually diagnosed and prescribed techniques were among the major goals of this project. Small group instruction was very evident. Although three group instructional pattern is predominant, there is a greater movement toward individualization. This trend can probably be attributed to the detailed printouts from the newly instituted District-wide testing and computer data collection system, giving each teacher the specific strengths and weaknesses of each child individually.

V. RECOMMENDATIONS

These recommendations were made by the on-site Evaluator:

1. On the basis of Evaluation Findings and Analysis, this program should be funded for 1979-80.
2. Since it was observed that not all the Bilingual Methodology Clinic Reading Teachers were certified as reading teachers or

had adequate formal training in reading, and that several of the teachers were also more dominant in one language than the other, it is recommended that:

- A. Continuation in and selection for the program should be based upon certification as a Reading Teacher as well as proficiency in both English and the language of the participating students.
 - B. The district will attempt to select teachers first, where ever possible on the two criteria in 2A above.
 - C. Teachers currently in the program, but not certified as Reading Teachers, will be strongly encouraged to acquire formal training in order to meet certification requirements.
 - D. Language classes will be identified and strongly recommended for those teachers currently in the program needing to gain greater proficiency in either of the two languages they use in the program.
3. As several classrooms were housed in spaces not conducive to an optimal learning environment, classroom space should be evaluated to provide adequately for the 1979-80 Bilingual Methodology Reading Clinics.
 4. A schedule of administrative requirements for clinic teachers with anticipated due dates, should be developed on a monthly basis for the Bilingual Methodology Reading Clinic Teachers.
 5. Several meetings were attended by the Evaluation Consultant in which parents appeared not to be clear about the philosophy of the program and its place within the total school program. Also,

parents' own roles as to working with the child at home was raised. Therefore, parental meetings should be continued with an emphasis upon general information regarding the program. Follow-up meetings with specific foci on the roles of the teacher, para, and parents working with the child should be held periodically. Planning has started on this involving the Coordinator, teachers, paras, parental representatives, and building administrative personnel.

6. Workshops should be developed dealing with broad areas of concern in teaching approaches, material utilization, classroom organization, administrative matters, and program goals and objectives. Program planning for such a series of workshops for 1979-80 was started before school ended by the Coordinator in consultation with teachers.
7. If funds can be obtained, a teacher trainer should be assigned to work directly with teachers in the schools.

1978 - 79

E.S.E.A. TITLE I PROGRAM

BILINGUAL METHODOLOGY COMPONENT - READING

Function No. 5097-81623 Impact Function No. 5097-98723

EXECUTIVE SUMMARY

I. PROGRAM DESCRIPTION

A. Objectives

The major objectives were to upgrade reading performance of participating children, diagnose reading deficiencies and prescribe a program to upgrade performance in skill areas in need of remediation, and to evaluate the gains obtained by administration of the Stanford Diagnostic Reading Test.

B. Participants and Their Selection

Students most in need of English reading instruction were selected and participated in the program. Specific criteria used were a rating of "Severe" or "Moderate" on the LAB sponsored by the New York City Board of Education, and scores of two or more years below grade level in reading. Over 1800 students participated during the 1978-79 school year.

C. Program Structure and Activities

Approximately 80 children were serviced in twelve elementary, three junior high, and one intermediate schools. Because some schools had more than one Clinic, there was a total of 23 labs in 16 schools. Clinics serviced five groups of sixteen students on a five period, forty-five minutes per period schedule.

Clinics operated on a diagnostic-prescriptive mode, with children pre-tested and specific areas of difficulty were identified for each child. Teachers then planned for appropriate activities, and developed those activities for small group or individual instruction and practice. Instruction focused upon language development through the use of the Language Experience Approach, experiential development, oral language emphasis and strategies. A major feature of the clinics was the employment of a child's native language by the teacher.

D. Personnel

The program was under the direction of a Coordinator who was responsible for the administration and supervision of the total program. Each Reading Clinic consisted of one bilingual teacher and one paraprofessional. The teacher was responsible for testing and diagnosis of students' deficiencies, record keeping, maintaining student folders, and for planning and carrying out the education program. The teacher also was responsible for assigning specific tasks to the para and for supervising and upgrading her activities.

The para's duties consisted of working with individual or small groups of children, reinforcing skills developed by the teacher, handling and operating instructional equipment and assisting in record keeping.

II. EVALUATION DESIGN AND METHODOLOGY

A. Evaluation Activities

The evaluation design had three parts: on-site visitations, interviews, and pre/post standardized testing of all children. An Evaluation Consultant conducted the first two evaluation activities. The evaluator visited all classrooms twice during the year unannounced using forms cooperatively developed by him, the Coordinator and the Chief Evaluator. (See Appendix for sample forms.) Program personnel (teachers, paraprofessionals, school administrators, District Office personnel, Coordinator) were interviewed.

III. FINDINGS AND RECOMMENDATIONS

A. Physical Setting

Generally, clinic rooms were suitable in size, lighting and attractiveness.

B. Materials

There was evidence of adequate software and hardware. Most teachers used a variety of materials. A wide range of how these materials were utilized in actual teaching was observed.

C. Personnel

A wide range was observed of abilities among the teachers. Most were adequate and a few were outstanding. However, a few teachers had little or no formal background in the teaching of reading and needed more guidance and direction than others. There also were teachers who could benefit from courses in language to gain greater proficiency in either of the two languages used primarily in the program.

D. Program Procedures

In almost every room, teachers had plans for each of the three groups they generally had. The teacher would usually introduce the new skills and the paraprofessional worked with children with reinforcement activities or practice materials. The teacher planned the para's work with the children. Folders of children's work were available in every room.

E. Training and Support

Workshops were held to orient teachers to the newly instituted district-wide testing and data computer collection system, which has greatly improved the diagnostic-prescriptive approach of the program teachers. In addition, the Coordinator conducted on-site individual supervision and guidance.

F. Parental Involvement

Parent Articulation Forms were introduced by the Coordinator. In addition, days were identified for parents to visit the clinics. Parent workshops were also held at some of the local schools.

G. Articulation with Classroom Teachers

This is still a problem area. Due to the demands on both funded and tax-levy teachers, communication was inhibited. Some teachers were able to speak with tax-levy teachers about individual children, but this was rare. A more frequent communication was the use of articulation forms between funded and tax-levy teachers.

H. Adherence to Program Guidelines

Program guidelines were adhered to.

IV. RECOMMENDATIONS

- A. The program should be funded for 1979-80.
- B. Selection of teachers should be based upon certification as Reading Teachers and proficiency in both English and Spanish.
- C. Teachers currently in the program, but not certified as reading teachers or in need of language improvement, should be strongly recommended to take appropriate training.
- D. Classroom space should be evaluated for alleviation where possible of a few of the current clinic spaces not conducive to an optimal learning environment.
- E. A schedule of administrative requirements for clinic teachers with anticipated due dates should be developed on a monthly basis.
- F. More and better planned parent and teacher workshops should be conducted based upon the planning started at the end of the 1979 school year.
- G. If funds can be obtained, a teacher trainer should be assigned to work directly with teachers in the schools.

E.S.E.A. TITLE I PROGRAM

Mathematics Laboratory Component

#5097-91624

Dr. Anthony Carrieri
Evaluator

I. PROGRAM DESCRIPTION

A. Objectives

The Mathematics Laboratory Program (Grades 3-9) is recycled from the 1977-78 Title I Program and is designed to upgrade the skills and performance of children who have been identified as falling below average in mathematics as defined by Title I criteria. As stated in the written guidelines and proposal, "The children are expected to show gains significantly beyond that which would be expected without participation in the program." (Summary, ESEA Title I Program, Math Labs Component, 1978-79, p.1)

B. Selection of Students to Participate in the Math Labs

Students were selected on the basis of their previous standardized achievement test scores or by teacher evaluation where no score was available. Also, in early October, 1978, the Stanford Diagnostic Math Test was administered to all the children in the school district. Students selected for the program were below minimum competency as per the California Achievement Test, October, 1977. If a student initially selected for the program tested high in October, he was removed from the program and replaced by a more needy student. Each school could only service eighty students and care was taken to select only those children who had the greatest deficiencies in mathematics. Twelve-hundred children were

involved in the total Math Lab Program.

C. Program Activities

The Math Lab Component directed its teaching toward a three-group structure based on a diagnostic-prescriptive approach. Mathematics deficiencies of students were determined by the Stanford Diagnostic Math Test and by teacher-made inventories in some cases. Areas of weaknesses were entered upon "Individual Student Profile" sheets and children were assigned to one of three groups. These smaller groups were rotated so that each group and child worked with the teacher and educational assistant every third day or other regular intervals. Five groups of sixteen students each, for a total of eighty pupils, attended the Math Lab for 45 minutes of daily instruction.

Generally, the Math Lab teacher worked with a small group on concept and skill development, while the paraprofessional worked with a small group on concept and skill reinforcement, and a third small group of children worked independently on activities which were to be reviewed by both teacher and paraprofessional. Activities for the third group usually consisted of games, check-up tests, dittoes, and other written math assignments.

Throughout the Math Labs use was made of manipulative materials, games, dittoes, practice materials, and audio-visual equipment. Teacher and paraprofessional planned for each group based on common diagnosed math deficiencies of children.

One-half day per month teachers and paraprofessionals attended an in-service training session where materials were demonstrated, ideas and experiences shared, administrative information given, and common problems discussed under the supervision of the District Math Coordinator. The program also required teachers to keep detailed records of diagnostic test results, pupil-profile sheets, attendance records, student folders and student work, and articulation sheets showing communication with tax-levy teachers and parents. Teachers and paraprofessionals were also required to keep lesson plan books, outlining what was done for each group on each day.

D. Personnel

The Title I Math Lab Program serviced 15 schools (11 elementary, 3 junior high schools, and 1 intermediate school) under the administration of a District Math Coordinator, who was responsible for insuring that the guidelines of the program were being followed in each school. Assigned to each lab was a teacher and a paraprofessional with clearly defined roles. The teacher was to introduce the new concepts and skills to the children and the paraprofessional was to follow-up with reinforcement. In addition, the teacher was responsible for testing and diagnosis, curriculum planning, articulation with parents and tax-levy teachers, keeping of all records, forming and scheduling instructional groups, and charged with overall responsibility of activities in the lab. The paraprofessional was responsible to the math lab teacher directly and did the following: helped reinforce math skills

and concepts; assisted in record-keeping; escorted children to and from labs; prepared instructional materials; involved herself in planning and implementation with the teacher; and kept logs of her activities.

II. EVALUATION DESIGN AND METHODOLOGY

A. Evaluation Activities

Three basic components were used to evaluate the mathematics laboratory program: pre and post on-site observations of math labs, interviews with personnel, and pre and post standardized testing in September and May. Each math lab was visited twice by an evaluator to determine the degree of compliance with the federal guidelines and to evaluate the total program in terms of effectiveness of instruction, organization, procedures, use of materials and equipment, general lab management, reaction of students and personnel, physical setting, and any related factors. The evaluation procedure utilized a formal observation checklist guide which listed the program guidelines for the Title I Math Program (See Appendix for sample.) In order to gather further impressions the evaluation included interviews with math lab teachers, administrators, and paraprofessionals. In addition to a formal interview sheet with a few questions, the evaluator found that open and informal discussions served to obtain more important subjective reactions of personnel and participants than a formal set of questions. Periodically the evaluator conferenced with the Math Lab Coordinator and the Chief Evaluator to give information and feedback as to how the program was proceeding and what changes were recommended.

B. TESTING DESIGN AND ANALYSIS OF STATISTICAL DATA

The ESEA Title I Program Math Labs Component, as were the other Components from the Third Grade up, was evaluated using the newly mandated normal curve equivalent (NCE) scores. A discussion of these scores and their general interpretation is provided in the Introduction to all Title I reports.

The students were tested in the Fall of 1978 and again in the Spring of 1979 using the Stanford Diagnostic Math Test. Data are being reported for the sub scores of computation, number systems and numeration, and problem solving (application). These titles differ slightly from the titles used in previous years. The change is attributable to changes in working which the State has indicated it would like used. Detailed statistical results are on file in the District Office. These scores include pre mean and standard deviations, post mean and standard deviations, and difference or change in the means and standard deviations, as well as the number of pairs of students tested and the correlations and t statistics. These reports constitute over two hundred and fifty pages and are not included here because of the cost of duplication inherent in this detailed breakdown. The interpretation of these results will, instead, be incorporated here. The reader may study the statistics in detail in the Community School District #32 Funded Programs Office.

INTERPRETATIONS OF STATISTICAL DATA

The Math Labs Component, when evaluated across schools, showed that the students maintained their NCE mean scores or substantially increased these scores on all tests in Grades Three through Six. In Grades 7, 8, and 9, there is evidence that the children maintained

their respective percentiles for the most part. However, there is an obvious softening in the amount of growth.

These findings are consistent with those of previous years, and with the general trend in the percentile scores of minority groups as they progress into higher grades. This phenomenon was discussed in greater detail in the Statistical Introduction referred to before. In summary, these statistical data indicate that the Math Labs Component is highly successful when all of the environmental and developmental factors involved in the assessment of NCE scores are taken into consideration.

III. FINDINGS OF PREVIOUS EVALUATIONS

In this section are listed previous recommendations made by a consultant in the Evaluation Report of 1977-78. Following each recommendation is a comment which indicates the degree to which each recommendation was implemented in the current Math Lab Program:

1. Recommendation: The Math Lab helps children to improve their ability to deal with mathematical concepts and computation. It should be continued.

Findings: Many if not all the children in the program need the individualized and small-group instruction provided in the math labs because they have had difficulty in learning in large groups. In the math labs these children have a better chance to improve in their ability to deal with math concepts and computation.

2. Recommendation: The physical setting contributes to the learning atmosphere of the math labs. Greater attention should be given to this fact through such activities as the development of a room checklist, the establishment of centers within each lab, and the use of in-service training time to discuss ideas regarding the development of stimulating environments.

Findings: There was evidence of attention given to creating a good learning environment in the math labs, e.g., decorations and eye-catching signs, bulletin board displays, open shelves with math games and interesting manipulatives, math lab corners, a candy store for buying and selling, and other devices. Only in three labs was it difficult to create a good environment because of the very small room assigned to the Math Lab Program. Even here teachers made a valiant effort!

3. Recommendation: The Math Labs have an abundance of useful materials and equipment. To avoid acquiring material which may prove to be without value, exhibits of material should be planned so that teachers order only after actually having seen them. ...An in-service session would profitably be devoted to a discussion of particularly useful commercial materials and to teacher-made materials which have proved of value.

Findings: As a matter of practice, the Math Lab Coordinator would ask individual teachers to test out materials and report to her and/or at in-service meetings. Materials are purchased after teachers see them and give feedback. Also, at meetings, teachers share ideas and materials they have made. In addition, it is recommended that Math Lab Teachers be given opportunities to visit each other's lab and share more fully the materials and every aspect of the program.

4. Recommendation: The teachers and paraprofessionals need longer periods of orientation to learn to deal more effectively with problems of classroom management and teaching methodology.

Findings: Instead of involving all the teachers in longer periods of orientation (time not permitting), it was done by the Coordinator where the need was greatest with individual teachers having difficulty with planning, teaching, small group organization, and pupil discipline.

5. Recommendation: More opportunity should be provided children to verbalize how they approach problems, to estimate answers, to identify different ways of doing a computation and generally to think mathematically.

Findings: In general, and as a matter of practice, this

was not done. It was brought to the attention of teachers by the Coordinator at a meeting, but it was not made a part of the teaching procedure. They seem not convinced of its value in small group instruction, but apply it automatically when working with one child.

6. Recommendation: More extensive use should be made of children's experiences as a basis for mathematical learning.

Findings: While not in every lab, there were a few teachers who used real-life experiences to teach math, e.g., candy stores, cooking recipes, food shopping with newspaper ads, and TV guides.

7. Recommendation: Liberal use should continue to be made of games and xeroxed sheets, but with the staff being absolutely clear regarding the particular purpose to be served.

Findings: There is need for more attention given to the role of games and dittoes in the Math Lab Program. There were many instances where these instructional devices were misused by children "working" independently in the third group. Continued effort should be made to implement the recommendation given. A reason for the problem might be that children in the third group are not being closely monitored sufficiently and they tend to play and become distracted from the mathematical intention of the game.

8. Recommendation: Every effort needs to be made to maximize teaching time. This means arranging administrative and class routines so that classes start promptly, avoiding disruptions to the program, deciding on how time at the end of the year can

be utilized, and planning for additional children who apparently are placed in math labs as a matter of course.

Findings: In all but a few instances classes started promptly, given the normal time needed for collecting children from the regular classes or in one case from another building. What accounts for some disruption and spinning of wheels at times is the fairly high student mobility rate in these schools and in particular the daily and weekly absenteeism of many children. It is not unusual for many children to leave the country for several weeks and return. This does create loss of time and teaching problems for the lab personnel.

9. Recommendation: The procedure in which teachers meet monthly to exchange ideas should be continued. Small group sessions for teachers with particular problems or interests would be valuable.

Findings: The Math Lab Coordinator schedules monthly meetings for exchanging ideas, demonstrating new materials, disseminating administrative information, and general discussion of problems. What was instituted was inter-school visitation of Math Lab teachers. Very often, teachers indicated that they do not know what the other labs look like or how they are run. These teachers need to see each other in action and share their problems in small groups or even on a one-to-one level. They particularly want to see the exemplary teachers and labs and would find this stimulating for their own growth.

10. Recommendation: Parental involvement in the Math Lab remains minimal. The efforts of staff to involve parents through teas, workshops, Open School Night meetings, telephone contact,

and letters should continue with renewed vigor. In addition, other procedures could be adopted to stimulate parent awareness of program activities.

Findings: On the whole, the response of parents is still minimal and not because the teachers and administrators have not tried to involve them. The main reason is that many parents work and cannot find time during school hours to come. Several schools have invited parents to come and visit the labs in session, and this has brought a few more parents out. Many teachers send home written reports and samples of children's work at regular intervals. This establishes some positive communication with parents.

11. Recommendation: A pool of possible student candidates for the Math Lab within each school should be maintained. This will facilitate keeping the numbers of children in groups up to what is called for in the guidelines when pupils move out of the school district.

Findings: There was no problem in keeping the required number of students in the Math Labs. There is always a ready pool of needy students to fill the vacancies as other students move out. More often than not, the labs contained a few more students at the beginning and this is a better procedure.

12. Recommendation: Written articulation forms should be used in those cases where personal contact with tax-levy teachers is difficult.

Findings: Articulation forms were drawn up this year and several teachers did use them. How effective they are depends on the receptivity of the classroom teacher. On the whole, the

problem of articulation still remains; generally it is informal and superficial. It is strongly suggested that the Superintendent and Math Lab Coordinator direct administrators to deal with this problem at staff meetings in the schools. There is need here for a great deal of re-education and professional understanding of team work. We have become so compartmentalized we have lost sight of the need to communicate. The problem is deeper than just requiring an articulation form! Perhaps the data supplied by the newly instituted District-wide Data Collection System can be a starting point for greater Funded Program/Tax Levy articulation.

13. Recommendation: Pupil-to-pupil tutoring has proven successful in other parts of the country and was tried with some success in one of the labs. The district might consider its further implementation in the Math Labs.

Findings: While the district has not incorporated this recommendation as a formal procedure in the labs, there was evidence that peer-tutoring or help was taking place among pairs of children and in the small independent third group. This was particularly true in the upper grades (7-9), where children tested each other with flash cards, games, task cards, and other tutoring devices. There is no need for a formal institutionalized requirement for peer tutoring, as it is most effective when it occurs naturally and spontaneously.

14. Recommendation: Continued use should be made of games with teachers aware of the importance of downgrading the competitive aspects, since this can have negative results.

Findings: There was no evidence of any negative

results of competitiveness in the games used which could warrant such a recommendation. Competitive games aroused motivation and interest; at no time was there any problem worthy of concern.

15. Recommendation: Efforts should be made to get better space for those math labs presently accommodated in cramped quarters.

Findings: All that could be done was done; unfortunately space cannot be created in a building. The three Math Labs that are cramped are doing a fine job in over-coming the problem. As soon as classrooms are freed up these labs will be moved.

IV. FINDINGS (Based on On-Site Observations and Interviews)

A. Physical Setting

On the whole, twelve of the fifteen math labs were physically adequate to the task of small group instruction and individualized attention. Recommendations in past evaluations noted the need for improvement in three of the labs in terms of space provided, and that recommendation in this report still abides. While this evaluator appreciates the problems and physical limitations posed by the over-crowded conditions in some schools, every effort ought to be made to provide rooms that enhance rather than inhibit the maximum effectiveness of the math teacher and paraprofessional who must work separately with small groups and individuals. A closet-like room does not allow freedom of movement and use of instructional devices, materials, audio-visual equipment, and games which should be strategically placed about the room for ready use. In excess-

ively small rooms, it takes too much effort and time to provide each child with instructional aids and to have them move from one activity to another. In one Math Lab, this evaluator could not move about the "room" to see what each child was doing at his desk without causing great disruption. When children and two adults are conversing (ever so quietly) they still interfere with each other and children are distracted. Yet, principals cannot create additional rooms that are non-existent. But the heat situation in one Math Lab must be controlled; it's either too cold or too hot. This must be remedied. In most of the labs, the environments are pleasant and teachers take pride in decorating rooms with attractive, eye-catching signs and posters that display mathematical themes and content.

There is need for freer access to math devices, materials, games, puzzles, and the fun "things" of math by the children. Perhaps, more math lab tables or centers could be arranged with daily task cards clearly visible. Math can be fun! Every effort should be made to encourage children to see the puzzling, fun qualities of math. Sometimes the quick succession of one class after another precludes the quiet slow time required to puzzle over something interesting. If more math corners or tables are put into place, more children will be encouraged to try math "brain" teasers geared to the particular level and capacities of the children.

B. Materials and Equipment

The guidelines state that "the math labs are equipped with numerous, varied diagnostic and prescriptive materials. Youngsters will use only those materials which specifically meet a

specified need." In the math labs there was evidence of an accumulated range of math materials, aids, and equipment. There is no question that materials and equipment evoked interest and motivation in learning for children with math deficiencies and negative attitudes; this was the case in most classes visited. A unique aspect of the Math Lab is to try to involve the student fully in his learning as an active participant, rather than as the passive learner he was forced to be in the regular tax-levy classroom. A basic problem has always been developing proper motivational climates so that a student wants to learn. In many labs the materials and equipment played a positive role; in a few labs there was less use of varied materials and greater emphasis on limited materials such as dittoes, task cards of computational problems, black-board work, and the like. This was particularly true in the upper grades (7-9), where teachers and paraprofessionals found that there were too few games and reinforcement materials suited to the interest level and age of the students. With such a limited range of materials there seemed to be a heavy, monotonous reliance on computational task cards and dittoes day after day. A major attempt to canvas and order additional materials for the upper grades is needed for next year.

Teachers and paraprofessionals should guard against the over-use of ditto sheets or any one approach for too long a time since children, particularly those with a low level of skills, quickly become bored with them. It is recommended that dittoes have fewer problems and they be combined whenever possible with manipulative aids for those children clearly needing them. While this was done in many labs, it was not done in all. A

Math Lab that begins to overstress the mechanics of computation through the use of a series of dry exercises is in danger of losing student interest. Underplaying the importance of attitude and motivation is part of what has caused the math skills and concepts of these students in the first place to fall far behind in their past classrooms. A more varied and extensive use of the range of available aids and materials is desirable. Please note that no attempt is made here to discourage the need for children to practice skills and learn by the required repetition on dittoes and worksheets. It is a question of degree, and in a number of instances the evaluator felt that a heavy reliance on ditto sheets and commercial computational task cards was too often used when clearly other materials and approaches could have been employed.

There was evidence of teacher-made materials in many of the labs, and this should be encouraged and shared more fully among all teachers. These materials have special meaning for children and teachers because the aids sometimes arise out of specific problems that children have, e.g., exchanging, subtraction, multiplication tables, etc. Games are effective and there seemed to be great use of them in the third independent group. Care must be taken to assure that the mathematical intent of the game is achieved and not have the game deteriorate into sheer play and distraction. Audio-visual equipment were often used such as tapes, earphones, "Mystery Theatre," and other hardware. These materials are good in helping to capture interest and motivation. They seem to work better when a teacher or paraprofessional is there to monitor the group of children.

Teachers have been able to review and test out new materials before they are purchased. Often they were demonstrated by teachers at workshops and meetings under the direction of the Math Lab Coordinator. This is an excellent practice and is encouraged.

The guidelines require that students use only those materials which specifically meet a specified need. Because the labs are organized for a three-group instructional approach and not an individualized approach, the degree to which this guideline is followed is mixed. Teachers often plan mainly for small groups and not individuals. There are attempts to meet specific individual needs within the context of small groups. This does work at times but not always. Teachers need to be more sensitive to this and make plans for those individuals requiring a special approach or instructional material. A recommendation is to provide continual training and discussion in meetings and workshops, showing not only how instructional aids and materials are used, but also how they can be misused by children and teachers.

C. Personnel and Interpersonnel Relations

There was every indication that all personnel involved in the program related well, and much of this is attributable to the professional leadership of the Math Lab Coordinator. Teachers and paraprofessionals worked well together, and they in turn, offered a very positive example to the children. The children in all but a few cases seemed eager and happy to come to the labs. This was shown by happy smiles, quick attentiveness to the work at hand, and a general cheerful disposition. In the few cases where discipline problems existed, the skillful guidance

of the Math Lab Coordinator helped a new teacher evaluate classroom management and procedures. On the whole, the management and tone of the labs created by the teachers and paraprofessionals is excellent.

An area requiring some attention is the articulation between tax-levy teachers and the lab teacher. The main culprit is lack of time; but this year the Coordinator introduced articulation sheets as a means of communication, and these work only as well as the tax-levy teachers permit. Because of compartmentalization in our schools, some teachers feel it is not their responsibility to coordinate math content goals for a child with that of the math lab teacher. It does not make much sense to have a child in the eighth grade struggling to learn how to subtract and multiply in the Math Lab and be required in the regular math class to do time-distance-rate problems. For children in the math labs some reasonable communication and discussion of expectations is very much needed in the program. As mentioned earlier in this report, we need to review our perspectives in the schools as to what our true function is. The math lab teachers try very hard to help children with special needs in math and there must be some coordination and follow-up in the regular classroom. One step this year which may form the basis for further articulation was the fact that all children in the district were tested in math and each classroom teacher received a copy of the results for each child in the program. This mutually shared information on each child's math profile can help dialogue and articulation, as well as assist both Funded Program and Tax-Levy Teachers in

diagnosing and prescribing instructional skills development techniques.

D. Program Procedures

Typically the procedure was to divide about sixteen children into three groups for instruction. Each group consisted of about five to six children and the Math Lab teacher worked with one of these groups on a skill or concept in math. A second group worked with a paraprofessional who stressed reinforcement of what the teacher taught the previous day. A third small group functioned independently with check-up or game activities. This last group usually received minimal supervision and in some cases received none during the 45 minute period. On the next day the three groups were rotated so that every third day the children met with the Math Lab teacher. On the whole, the evaluator was very impressed with the easy manner in which the children settled into the lab routines. There was good organization and effective use of time in most labs. In a few cases where a new Math Lab teacher required help, the Coordinator would visit and assist the teacher in planning lessons, organization, discipline, and other areas.

A common practice was to find the teacher taking a few minutes at the beginning of the period to assign each group its task for that session. Often children knew from the day before which group they would be in that day. The third independent small group seemed to be the area needing some improvement. Often the children because of immaturity and/or lack of constant monitoring, seemed to be easily distracted. Often they were not concentrating on the assignment given or they were having problems in understanding and needed help.

They need immediate feed-back when they make a mistake and they cannot get this when teacher and paraprofessional are working with other groups of children. Too often children in frustration interrupt the teacher or para in the other groups only to find little patience, little help, and increased frustration. We are not faulting the teacher or para here, but merely pointing out that a two-group structure would eliminate some of these problems and provide continuous monitoring and supervision for each child in the program.

In the labs the teachers maintained detailed records of the children's work. After the children were tested and diagnosed for math weaknesses, the information was entered on "Individual Student Profile" sheets. This information provides the basis for grouping children and assigning prescriptive remedial work. For each child there is an "Individual Diagnostic-Prescriptive Instruction Record" showing what skills or concepts were being taught, what activities or materials utilized, and what comments the teacher or para made concerning the degree of progress. This is an excellent procedure and in conjunction with the math folder for each child provides a total picture of the progress or lack of progress a child is making. On inspection the evaluator found that there was a great deal of variation among teachers as to how detailed the records were kept. Some teachers had completed several sheets on each child, while others entered only check-up/test activities. It is strongly recommended that each teacher be required to enter every prescription given the child and comments about his

success or lack of it. While a few teachers find record-keeping a chore, as expressed in interviews, it is well worth the effort, giving teachers a better long-range perspective of the child's progress. Since teachers would have enough record-keeping chores, it is strongly suggested that no additional record requirements be made for next year.

During interviews with teachers it was revealed that some wide variations existed in perceiving the degree of individualization useful or necessary for instructing children. The general feeling was that the Stanford Diagnostic Arithmetic Test identified the broad areas of weaknesses, and it seemed expedient to group students in the Math Lab according to these broad computational areas, such as subtraction, multiplication, etc. On the whole, this procedure works well, allowing the teacher and paraprofessional to plan for small groups rather than individual students. But we must ever be aware that some children have difficulty functioning in small groups. What is asked for here is a certain flexibility of mind which would permit individualized instruction for the few children who need it.

In doing problems and assignments, teachers and children seem to stress the importance of getting the correct answer as a measure of success. Often children get correct answers or wrong answers but there is much guessing and accidental solutions. There is need for an emphasis in the instructional process on how the children verbalize and think through their procedures in arriving at solutions. Periodically, children must be asked how they go

about getting a particular answer, whether right or wrong.

This approach can offer a great deal of understanding for the teacher in knowing what next step to take with that particular child. In the large majority of cases, teachers and paraprofessional will correct a child's paper and require the child to "go over the ones you got wrong and correct them." It would be far better to ask the child to explain how he got this or that answer; such an approach would reveal the child's logic or mental processes. This technique is used in the conservation tasks of Piaget, and it is very applicable in teaching any young child.

While games and math instructional devices are very useful in reinforcing previously taught skills and concepts, there is danger that some children when left to their own resources may miss the mathematical intent of the game. For each game or device the mathematical purpose or objective should be clearly stated or written. Care should be taken to assure that games are not used merely to fill up time or keep children busy so the teacher is free to work with a small group of children in another part of the room.

E. Training and Support

Under the leadership of the Math Lab Coordinator, the Math Lab teachers and paraprofessionals met in monthly staff workshops during the year. These workshops offered training and support in the following areas: instructional materials; games and teaching aids; curricular planning and lessons; small group procedures for instruction; classroom management; testing and diagnostic interpretation; and record keeping procedures. These workshops provided

an excellent opportunity for sharing ideas and problems among teachers and paraprofessionals. They seemed pleased with the workshops and many wished that there was more time for additional workshops and meetings.

In addition, the Coordinator made periodic on-site visits to the Math Labs, providing supervision and assistance. All teachers felt free to call the Coordinator for any need or problem, knowing that there would be professional guidance, support, and follow-up. The Coordinator also met with principals and other school supervisors to discuss special needs and help for the newer staff members in the program.

Many of the lab teachers have been in the program since its inception several years ago. This experience is reflected in the excellent manner in which the labs are operated and the results they obtain with children. These experienced teachers often contribute in the workshop meetings by demonstrating materials and their use in lessons. During interviews several teachers expressed the desire to have an opportunity to visit each other's labs. They felt that they could learn a great deal by seeing how others managed their labs. Every effort should be made next year to have some of the newer teachers observe those with more experience in the program.

The paraprofessionals as a group performed well in the labs; they showed the same range of ability and skill that would be found in any professional group. A few paras need help in becoming aware of different ways of being flexible in the instructional reinforcement

approach with children. That is, if a child did not understand the para's first explanation of a problem, concept, or skill, she usually resorted to repeating the first explanation with little variation, while the child continued to look puzzled. There is need for more training in becoming aware of different approaches and contexts of reinforcement in teaching. This can be done by the lab teachers and/or made a topic for discussion in a few workshop meetings. It is understood that paras vary in professional training and length of experience, and continued in-service training should attempt to take these differences into account, capitalizing on the strengths of some and individually ministering to the specific needs of others. A special training program for paras should be re-instituted in the program. Due to budget cuts it was eliminated this year and last year.

An additional point to mention is the intensive training given in the workshops in setting up a computerized system in the program which will help all personnel make long range studies of growth in deficiencies and skill areas in mathematics.

F. Parent Involvement

While many efforts have been made to involve parents through school activities such as teas, workshops, classroom visitation, parent articulation forms, progress reports, and Open-School-Night meetings, the results have been discouraging. In one school parents were invited to visit the Math Labs, but this created some problems and was discontinued. I strongly feel that next year the parents of all the Math Lab children should be invited to visit.

This is the strongest incentive -- to see their children at work. While this may create mechanical problems for administrators and teachers, the benefits of this involvement will far outweigh the problems of procedure.

G. Adherence to Program Guidelines

Math Lab visitations and interviews with personnel in the program revealed diligence in implementing the intent of the program guidelines. Great care this year was taken in clearly stating that Math Lab personnel could not be used to cover absences of tax levy teachers. The results this year have been exemplary compared to practices in the past several years.

Program record-keeping has been carried out very well in all labs except one, where attendance records showed gaps. This was soon remedied. Each teacher had posted the participation lists of names of children in the program. All the required data was available to the evaluator, such as testing scores, folders, dates of entry and discharge, numbers of children in the program, and individual diagnostic and prescriptive profiles.

In all schools the Math Lab service was supplemental and supportive to the tax levy program. The Coordinator and the teachers have made every effort to initiate articulation between the Math Lab and tax levy teachers of the children in the program. All Math Lab instructional materials are identified as Title I property, and remain strictly for Math Lab use. Guidelines of the program were found in every lab except one; and interviews with school personnel showed that guidelines were disseminated and understood.

V. CONCLUSIONS AND RECOMMENDATIONS

1. The Math Labs would operate more efficiently with two instructional groups rather than three groups as found in most schools. The third group was not always functioning as ideally planned and received minimal teacher and/or paraprofessional supervision. With two adults in the lab (teacher and para) the two-group format has more advantages in teaching, reinforcing, supervising, and follow-up from day to day. It must be realized that these children are functioning two or more grade levels below in math and many cannot function independently in a third group.
2. Because these children have many learning difficulties in math, more emphasis should be placed in having them verbalize how they do their math problems and thinking. Often children get correct answers to problems by guessing and by accident. Having children verbalize how they got their answers is an excellent on-going diagnostic procedure.
3. While games are very useful in reinforcing previously taught skills and concepts, there is danger that children when left to their own resources miss the mathematical intent of the game or device. For each game or device the mathematical purpose or objective should be clearly stated or written. Games should not be used to fill up time or keep children busy so the teacher is free to work with a small group of children in another part of the room. There should be continuous training and discussion in meetings and workshops, showing not only how instructional aids and materials are used but also how they can be misused by children.

4. Increased efforts should be made to create math corners and centers in the labs with materials and "brain" teasers to stimulate the curiosity and involvement of children.
5. Articulation between Math Lab and tax levy teachers should be increased so that expectations for math achievement for the child in the regular math class is realistic.
6. The following aspects of instructional materials and their use need to be implemented:
 - a) There is need for additional reinforcement materials for upper grades (7-9) which are suited to interest and age level of the children;
 - b) A more varied and extensive use of available aids and materials presently found in labs is desirable. There seems to be a heavy reliance on ditto sheets and commercial computation cards.
7. All prescriptions should be entered on the Individual Diagnostic-Prescriptive Instruction Record with appropriate comments by the teacher and para. There was some wide variation among teachers as to what was recorded.
8. If at all possible, the special training program for paraprofessionals should be re-instituted next year. Some paras need additional help in learning how to vary their reinforcement approaches with children.
9. To encourage parental involvement, wherever feasible, each school should invite parents to come and visit the Math Labs during the day.

10. Provisions should be made for Math Lab teachers to visit labs that are exemplary. This would be particularly helpful for teachers new to the program.
11. It is recommended that the program be continued next year as it is serving and helping children who have great need of special attention in the area of math.

EXECUTIVE SUMMARY OF ESEA TITLE I
MATHEMATICAL LABORATORY COMPONENT

Dr. Anthony Carrieri
Evaluator

The students selected to participate in the program were previously tested and found to function two or more years below grade level. The Mathematics Laboratory serviced 1200 students and fifteen (15) schools in the district; in each school the program selected 80 of the most needy students. The children selected were expected to show a gain in the math grade-equivalent score at the end of the year significantly beyond that which is expected without participation in the program. The results of the pre and post testing (Stanford Diagnostic Arithmetic Test) showed that this objective was accomplished.

Three basic components were used to evaluate the Math Lab Program; pre and post on-site observations of the labs, interviews with lab personnel and school administrators; and pre and post standardized testing in September and May. The evaluation determined the degree of compliance with the Federal Guidelines and the effectiveness of the program in terms of instruction, organization, procedures, use of materials and equipment, general lab management, reaction of students and personnel, physical setting, and any related factors. The evaluation also utilized a formal observation checklist of guidelines to be followed. (See Appendix). To gather further impressions the evaluation included interviews with Math Lab teachers, administrators, and paraprofessionals. A formal interview sheet was used with the interview, (See Appendix) but the evaluator found that open and informal discussions served to obtain more important subjective reactions of personnel and participants to the program. Periodically the evaluator conferenced with the Math Lab Coordinator to give feed-

back and a progress report.

The Evaluation Program clearly showed that the Math Labs contribute significantly to the mathematical growth of children who previously functioned far below grade level.

In addition, the following conclusions and recommendations were made:

1. A two-group instructional format should replace the three-group format.
2. The mathematical intention of games and devices should be clearly stated and understood.
3. There should be further development of math corners and centers in the labs.
4. More emphasis is needed in having children verbalize how they do their math problems and thinking.
5. Math expectations for child in regular tax levy class should be coordinated better with Math Lab progress of child.
6. Greater use should be made of the instructional materials presently available besides dittoes and computation cards.
7. Use of the Individual Diagnostic-Prescriptive Instruction Records needs to be made uniform from lab to lab.
8. Special training program for paraprofessionals should be re-instituted next year.
9. All schools should have an open invitation to the parents to visit the Math Labs.
10. As a training device, Math Lab teachers should visit exemplary Math Labs in the program.

ESEA TITLE I PROGRAM
READING LABORATORIES COMPONENT
Function No. 5097 - 91625

Dr. Stanley Dropkin
Evaluator

I. PROGRAM DESCRIPTION

- A. Objective of the program was to improve the auditory discrimination, phonetic analysis, structural analysis and comprehension skills of students in grades three through nine.

B. Participants and their Selection

Students were selected in the program on a most-in-need basis. In some cases, one tax-levy class was split between the Reading Laboratory and other funded programs. In other cases, pupils would be pulled out of a few tax-levy classes. All of the pupil participants in the Reading Laboratories Component were below the minimum cut-off points of the New York City Board of Education and verified by the administration of a Stanford Diagnostic Reading Test. Eighty pupils were selected for participation in each of the sixteen Reading Laboratories to total 1280. Each Reading Laboratory accepted sixteen pupils for each class session. The Reading Laboratories are located in twelve Elementary Schools, one Intermediate School and three Junior High Schools.

C. Program Structure and Activities

The Reading Laboratories Program included sixteen especially equipped reading rooms. Each Reading Lab Teacher was responsible for eighty (80) children distributed over five periods per day. Periods were officially forty-five minutes long. The actual instruction time was

forty minutes; a few minutes were consumed in the picking up and returning of children to tax-levy classrooms. The suggested sequence of activities included; introductions of new concepts by the Reading Laboratories Teachers, supervision of follow-up procedures by the Educational Assistant, independent practice and recreational skill activities.

D. Personnel

The sixteen Reading Laboratories were each staffed by one Teacher and at least one Educational Assistant (Paraprofessional). A full time Coordinator was responsible for the observation of the Reading Laboratories Teachers, planning and conducting of workshops, ordering materials and maintaining relationships with School Administrators and parents, as well as acting as liaison between District Office personnel and the schools. In each Reading Laboratory, the teacher was responsible for a number of specific activities. Based on the diagnostic-prescriptive approach established in the guidelines, the Reading Laboratory Teacher was responsible for assembling diagnostic data from a variety of sources, including standardized tests, informal inventories, records of student performance in workbooks and other materials and examination of work samples in student folders. Records were to be maintained for each child in terms of skills included in the major categories listed in objectives. The Reading Laboratory Teacher was responsible for writing plans for activities including introduction and reinforcement. Of course, the main teacher task was the actual teaching of concepts and skills, supplemented by the selection and creation of appropriate materials.

The Educational Assistant had responsibilities in addition to those of reinforcing reading skills and concepts. These included: care of supplies and equipment, use of equipment such as projectors, bringing children to and from the Reading Laboratories and helping to maintain student records and work folders.

II. EVALUATION DESIGN AND METHODOLOGY

A. Evaluation Activities

The activities of Teachers, Educational Assistants and children were observed through formal visits on the part of outside evaluators. In order to avoid a lesson developed for the "benefit" of the evaluator, no advance notice was given to a Reading Lab Teacher. Each Laboratory, except for one, was visited twice.

The evaluator employed a formal observation schedule developed in cooperation with the Coordinator in the Spring of 1978 (See Appendix). The schedule consists of statements dealing with on-going testing, diagnosis and evaluation, instructional activities of Teachers and Educational Assistants, condition and use of supplies and materials, physical condition of the room and the atmosphere of the Laboratory. The items were modified to yield low inference responses. Formal interview forms were used with some of the Teachers to elicit responses to standard questions. In addition, the evaluator engaged in informal question-and-answer sessions with Teachers, Administrators and Educational Assistants.

B. Testing Design and Analysis of Statistical Data

The ESEA Title I Program Reading Labs Component was evaluated using the newly mandated normal curve equivalent (NCE) scores, as were the other Components from the Third Grade up. A discussion of these scores and their general interpretation is provided in the introduction to all Title I reports.

The students were tested in the Fall of 1978 and again in the Spring of 1979 using the Stanford Diagnostic Reading Test. Data are reported for the sub scores of auditory vocabulary, comprehension, and phonetic analysis. Detailed statistical results are on file in the District Office. These scores include pre mean and standard deviations, post mean and standard deviations, and difference or change in the means and standard deviations, as well as the number of pairs of students tested and the correlations and t statistics. These reports are of considerable length and are not included here because of the size and cost of duplication. The interpretation of these results, however, is contained in the report which follows. The reader may study the statistical data in Community School District #32 Funded Programs Office should more detail be needed.

INTERPRETATIONS OF STATISTICAL DATA

In Grades Three through Five, the students were found to have consistently maintained their percentile rank or shown substantial growth in all of the sub tests. The findings in all of these grades indicate strong positive results from the program. In discussion with the Coordinator, we noted that some sub tests seemed to indicate substantially greater growth at a given grade than some other sub tests. The Coordinator

indicated that a shift in emphasis away from the stronger sub tests to the weaker sub test areas had already been planned in order to achieve a balanced growth.

In the sixth grade, the results are still positive. However, we note that the growth is not as great as had been achieved in the earlier grades. As the sixth, seventh, eighth, and ninth grades are successively examined, there is more evidence that the students are not all maintaining their percentile standing. Considering the strong tendency for this type of population to fall disproportionately behind other students in the upper grades, the results are considered satisfactory. Unfortunately, we, in this area of the country, and in most areas of the country, have little actual experience in interpreting NCE scores when applied to school populations with high disadvantaged populations. For example, a loss of only 3.76 NCE points in the ninth grade on an auditory vocabulary sub test may indeed be an excellent performance. We have no set of expected scores or standards for these students. A disadvantaged student in the ninth grade receiving only the basic tax levy instruction might reasonably be expected to fall behind 14 points. If this were correct, the previous example would indeed indicate superior results.

The statistical results of the ESEA Title I Program Reading Labs Component testing indicate that the program has been successful. Certain changes of emphasis have been recommended in the third through seventh grades and, as previously referred to in the statistical introduction, the question of whether it is economically advisable to divert additional resources to the higher grades has been referred for consideration.

III. RECOMMENDATIONS OF PREVIOUS EVALUATIONS

1. Recommendation: "The instruction in the Reading Laboratories ranges from competent to superb; the majority of the teachers are superior in their performance. With little need to review basic strategies, the teachers should be encouraged to experiment with strategies and techniques demonstrated by other teachers, the Coordinator, or demonstrators from universities or private companies."

Findings: The new Coordinator had to spend time learning about the abilities of the individual teachers through meetings and observations. On the classroom level, teachers have been experimenting with new materials including the use of cassettes as supplementary materials. In some rooms, the teachers demonstrated interesting approaches to the development of vocabulary and concepts basic to the reading selection. Group meetings have been used for the introduction of strategies such as teaching and reinforcement of reading skills through teacher-aide coordination. The Coordinator has begun discussions of developing reading activities for enjoyment and appreciation. No doubt, this approach will be explored and developed next year.

2. Recommendation: "There are differences in performance among educational assistants. The Coordinator should continue to observe the assistants and help them to become more effective. Areas of concern might include; language, attitude toward children, teaching techniques."

2. Findings: The new Coordinator had the problem of a new situation to hamper efforts in this area. With her demonstrated ability to help teachers to modify practices, she should be able to help to improve aspects of some of the educational assistants.
3. Recommendation: "Work on new low inference evaluation forms should be completed in time for the next evaluation. As pointed out earlier, the present forms are too vague in a number of areas."

Findings: The new form was printed and was employed through the evaluation period. It proved to be a more effective instrument. Other suggestions have been made and these will be discussed with the Coordinator.

4. Recommendation: "Further clarification of the rights and duties of Reading Laboratory Teachers is called for. The maintenance of Reading Laboratory sessions should have first priority; however, it would be important to develop guidelines for other duties through meetings of administrators with the Coordinator and selected teachers.

Findings: During this past year, the demands on Reading Laboratory Teachers for duties outside their classrooms dropped sharply. What was a source of irritation in certain schools has not reappeared.

5. Recommendation: "One of the major disadvantages of children with severe reading retardation is a lack of vocabulary and concepts. Experiences are needed to develop both. Perhaps the Reading Laboratory Teachers can focus on this aspect of reading, exchanging ideas and making a concentrated effort to expand children's experiences."

Findings: There has been evidence in individual classrooms of concern with vocabulary and concept development through varied and interesting approaches. In addition, the Coordinator has indicated a strong interest in this area; work begun this year will continue next year.

IV. FINDINGS

A. Physical Setting

The rooms used in the Reading Laboratory Program were generally adequate; in two cases, the rooms seemed a bit crowded and one of those rooms could be reached only by walking through another classroom. In one classroom, the lighting was poor. Most of the rooms were attractively arranged; teachers used pictures, posters and various charts. Every room had displays of children's written work. In keeping with suggestions made by the former Coordinator and the evaluator, a number of teachers changed their exhibits during the school year.

B. Materials and Equipment

Most of the teachers have been in the Reading Laboratory for at least two years. All of the rooms had soft covered workbooks, various commercial materials dealing with word recognition skills, and games of various kinds. Many of the workbooks were used in conjunction with cassette tapes. Many rooms had devices for flashing words and phrases on a screen. In most rooms, there were many types of teacher-made materials, including a great many xeroxed sheets. A number of teachers employed experience charts to introduce and review materials in books and workbooks. From a psycholinguistic viewpoint, the use of experience charts to develop vocabulary and concepts should be encouraged. During the latter part of the school year, teachers received comprehension materials including listening and listening/reading materials. The pupils have responded

enthusiastically to classic stories with accompanying cassette tapes. It is interesting to note that the pupils seem to tire of materials fairly quickly. Variety and change may be a necessity in this program and others dealing with special reading problems.

C. Personnel and Personal Relationships

The Reading Laboratory Teachers, in the main, are experienced, trained, dedicated teachers. While they differ in many ways, most of them share a thorough understanding of diagnosis and remediation. They can explore problems on a professional level and, in turn, can be appraised in terms of high professional standards. The Coordinator will be able to develop approaches with little time needed to explain basic theories of reading.

It is interesting to note that four or five of the educational aides in this program demonstrate the ability to teach children with clarity of aim, organization and control of the situation; they behave as any good teacher does. No doubt the training and example given by the teacher helped in this development.

This year, a new Coordinator was assigned to the program. In a very short time she and the teachers were able to establish a working relationship based on mutual respect. Teachers were pleased with the way in which supplies and equipment were obtained for them with a minimum of bother. They responded well to requests from the Coordinator to try certain approaches to reading due, in part to the realization that the Coordinator was thoroughly trained and possessed an excellent grasp of teaching theory and practice.

D. Program Procedures

While the general framework of diagnostic-prescriptive teaching was in effect in all rooms, there existed a variety of approaches. In most rooms, the teacher introduced a skill and the educational assistant reinforced it. In some rooms, the work was highly individualized with individual prescriptions for each child.

Planning was thorough and complete. In many rooms plans and/or lessons aims were posted on the board. In some rooms, the group activities were posted so that pupils could go directly to their assigned spots and tasks. In one room, the schedule for the week was posted.

A number of teachers employed charts and stories placed on newsprint. A wide variety of materials was available and utilized.

E. Training And Support

The Reading Laboratory Program acquired a new supervisor in the 1978-79 school year. Since the new supervisor was familiar with the district and the program she was able to develop communication with the teachers in a very brief time. The reaction of the teachers was very positive.

The behavior of the teachers reflected to some degree the ideas and suggestions developed in the meetings at the District Office. The meetings dealt, in the main, with specific problems and approaches to the teaching of reading.

With her knowledge of teaching materials gained through other programs, the Coordinator was able to obtain books, magazines,

tapes and machines which were rated as excellent by the teachers. Teachers indicated that pupils enjoyed the materials and they themselves were able to expand and enrich their lessons.

F. Parental Involvement

There has been some difficulty in getting parents to workshops in the District Office. The teachers in the program concentrated on contact with the parents on the local level. Communication with parents took a number of forms. Reports were sent home to parents; parents were invited to individual interviews and teachers indicated a dozen or more interviews; parents were invited to teas. In addition, a few schools conducted a "Morning of Reading" to demonstrate all reading programs to parents. These attracted over one hundred parents each time.

- G. In all classrooms observed, the guidelines dealing with class size, diagnostic approach, instruction, testing and record keeping were observed.

V. RECOMMENDATIONS

1. On the basis of the evaluation findings, the Reading Laboratories Program should be continued.
2. In keeping with discussions with the Coordinator, the Evaluator agrees very strongly with the plan to develop, in depth, methods of developing language skills including listening, speaking and writing. Many of the youngsters have extremely limited vocabularies and concepts. They must be exposed to language and concepts through

listening, seeing pictures, and discussion, as well as through reading crossword puzzles and other word games should be employed.

3. The use of the child's experience in language development will, and should be developed. Many teachers are expert developers of experience charts; others should be encouraged to use them. On the upper levels, teachers can be encouraged to emulate those colleagues who spend time with small groups discussing student experiences prior to the reading of a story or article.
4. As in most of the recommendations to follow the suggestions allude to the behavior of a few teachers in the program. During this school year, emphasis was placed on the changing of the room decor. Some rooms had not undergone change in the previous year. The new materials had at least two effects; they made the rooms more interesting and they offered new instructional material to children. There is a need to remind teachers of the need for and apparent effectiveness of changes, probably three or four a year.
5. Similar to suggestion 2, the posting of current student work is strongly recommended. Many rooms had such postings with titles such as "We Did Our Best", "Our Best Work", etc. Again, only a few teachers must be encouraged to follow the others in this matter.
6. The proposed emphasis on reading as a pleasurable activity, suggested by the Coordinator is strongly supported. Pupils have been given much practice in the various word analysis skills; they need opportunities for reading to get meaning and enjoyment. They should be encouraged to read stories, poems, plays, silently and aloud.

Without the elements of comprehension and enjoyment, reading instruction remains too mechanistic and unrelated to children's needs.

7. Local Workshops and presentations such as "A Morning of Reading" should be sponsored by all schools having Funded Reading Programs.

EXECUTIVE SUMMARY
TITLE I

READING LABORATORIES

Dr. Stanley Dropkin
Evaluator

I. PROGRAM DESCRIPTION

A. Description of the Subjects

Approximately 1280 students are served by the Reading Laboratories located in sixteen classrooms. Students were selected on a most-in-need basis; they were below minimum competency according to the California Achievement Test given in October, 1977.

B. Objectives of the Program

To improve the auditory discrimination, phonetic analysis and comprehension skills of students in grades three through nine. Generally, new concepts and skills were introduced by teachers on the basis of diagnosis of children's needs and reinforced under the guidance of the educational assistant.

II. EVALUATION METHODOLOGY

Each laboratory was visited by an outside evaluator at least twice, once before February 15 and once after. Areas of investigation included: testing, diagnosis and evaluation; instructional activities; supplies and equipment; student participation; physical surroundings; communication with teachers and parents.

III. FINDINGS AND RECOMMENDATIONS

A. Physical Setting, Materials and Equipment

Rooms were generally satisfactory. Two were cramped; one had poor lighting; supplies and equipment were abundant and varied. A good deal of teacher made materials was available.

B. Personnel and Procedures

The teachers in this program have great depth in Reading Teacher preparation and experience. They are, almost all, excellent professionals. Many of the paraprofessionals operate on a very high level of competency.

The teachers introduced skills and concepts which were reinforced by the paraprofessionals. Some teachers concentrated on pre-reading discussion to develop motivation, vocabulary and concepts. Others used language experience charts for that purpose.

The teachers handled testing well; most of them had records of children's work up-to-date in their folders.

The new Coordinator has been able to supply leadership to this group since her own grasp of reading theory and practice is excellent. She has been very effective in the selection of new materials especially audio-visual story material.

C. Relations with Parents

Some teachers held a number of individual conferences with parents. A few were involved in "Morning of Reading" presentations which demonstrated Reading Programs to parents very effectively.

D. Recommendations

1. The evaluator strongly supports the plan of the Coordinator to develop language skills such as listening, speaking and writing in conjunction with reading skills.
2. Room decor should be changed at least twice a year to provide interesting environments.

3. The practice of posting current student work should be continued and expanded.
4. Reading for enjoyment, to be further developed next year is a plan by the Coordinator vigorously supported by the evaluator.
5. "Morning of Reading" presentations should be made in all schools with Funded Reading Programs

ESEA TITLE I PROGRAM
IMPACT AID COMPONENT

Function No. 5097-98724

Dr. Stanley Dropkin
Evaluator

I. PROGRAM DESCRIPTION

A. Objectives

Supplementary to the primary objective of upgrading achievement in reading, the aims of the programs are: to raise achievement levels as measured by standardized tests, to eliminate academic regression and to develop a positive attitude toward school reading and learning.

B. Participants and their Selection

Those chosen for inclusion in the program come from grades 3-9 who were below minimum competency as per The California Achievement Test given in October, 1977. Approximately 480 pupils were received in six rooms.

C. Program Structure and Activities

The program includes six teachers, one of whom moves from classroom to classroom, responsible for 80 children each. The five rooms in use contain materials specially selected for use with children with reading difficulties. Sessions are scheduled for forty-five minutes each, but run a bit less due to time needed to bring children to the reading room.

The general approach included introduction of new concepts and skills by the teacher with supervision of practice activities by the educational assistant.

D. Personnel

Each teaching unit consisted of one teacher and one educational assistant (paraprofessional). Teachers and assistants received supervision from a Coordinator in the form of on-site observations and meetings in which approaches and techniques were developed. The Coordinator was responsible for the supplying of instructional materials and for maintaining relationships with school officials and parents. The teacher was required to maintain records of tests and to develop a diagnostic-prescriptive program for each child. In addition the teacher was to maintain written plans for instructional activities directly related to the needs of the pupils. The major responsibility was for the teaching of reading skills to children. The educational assistant had specific responsibilities in addition to reinforcing skills and concepts. These included: care of supplies and equipment, use of equipment such as cassette players, projectors, marking children's work and helping to maintain student records.

II. EVALUATION DESIGN AND METHODOLOGY

A. Evaluation Activities

Each teacher was visited at least once before February 15 and at least once after that date. Teachers were not informed in advance in an attempt to avoid any special planning of activities. This helped to obtain a realistic picture of the program activities. The evaluator employed a formal observation schedule developed at the end of the previous school year (See Appendix). An attempt was made to check on items which required specific evidence rather than

inference on the part of the evaluator. Areas treated included: testing diagnosis and evaluation; record keeping; instructional activities of teachers and educational assistants; condition and use of supplies and equipment; physical condition of the room. Interviews were based in some cases on a formal schedule, but main method was informal questioning (See Appendix).

III. RECOMMENDATIONS OF PREVIOUS EVALUATIONS

1. Recommendation: "Regular workshops for program personnel should be continued, several devoted to procedures for developing prescriptive instructional program."

Findings: The new Coordinator used meetings to upgrade the skills of teachers in this program. She was impressibly effective on helping these teachers to understand the nature of a prescriptive instructional program and in getting those teachers to adopt relevant instructional techniques.

2. Recommendations: "There should be a review of materials currently in use in the program and additions or substitutions made as required."

Findings: The Coordinator obtained a great deal of new material which was distributed to the teachers in the program. This should help to make up for any shortages which did exist.

3. Recommendation: "Teachers and paraprofessionals could benefit from training in other approaches to remediation beside those involving the use of kits and workshops: the project or Language Experience approaches for example."

Findings: The instructional program has reflected the influence of the Coordinator who has introduced and demonstrated a variety of approaches. There is now a sense of flexibility and growth in the program. There is more to be done but a good beginning has been made.

IV. FINDINGS

A. Physical Setting

Aside from the case of one teacher who had to travel from room to room, the rooms assigned to the program teachers were quite adequate. The environments ranged from adequate to attractive; in some cases there was need for some 'sprucing up'.

B. Materials And Equipment

In the first part of the year, there were some complaints, of the need for more material. By year's end, a goodly amount of new materials had been distributed. Teachers now have a variety of supplies and equipment to draw upon. With further experience and testing, teachers will be able to take advantage of the variety and quantity of the available materials.

c. Personnel And Interpersonal Relationships

The teachers in the Impact Aid Program vary widely in their background and experience related to reading. For some, this has been "advanced on-the-job training". In at least one case there has been a marked improvement in instructional approaches on the part of the teacher. The teachers in the group represent an adequate level of teaching with need for greater diversity of instructional approaches. Notes on observations seem to describe the same on-going procedure each time.

Educational Assistants range in ability to work with children. All seem involved in the on-going instructional activities.

The new Coordinator has been working with this group in conjunction with the Reading Laboratory Teachers. She has developed a high professional level at the workshops, concentrating on instructional problems as often as possible. This program's teachers will take more of her time and effort in terms of the behavioral goals she has set.

D. Program Procedures

Classes were broken into three groups, sometimes two. Teachers had plans but sometimes they seem to be very general or stated only in terms of page numbers of materials. There was in one or two rooms, a sense of a lack of focus.

The usual procedure of introducing a skill and having it practiced under the guidance of a paraprofessional was followed.

Toward the end of the school year, a teacher in a Junior High introduced paper-backed "novels" put out by Scholastic. She reported that students rushed to the books in the next few days. This and the effectiveness of the "Now Age" series by Pendulum Press underscore the possibilities of fiction on reading and listening levels as instructional materials with great motivation and interest.

E. Training And Support

As was mentioned earlier, one teacher showed decided improvement as he shifted to the Impact Aid Program. While the group has been exposed to excellent ideas, and has shown some improvement, there

is a sense of lethargy or inexperience. This group needs close supervision as well as continued workshops training, no doubt, the majority of teachers will improve; they need discipline and familiarity with an expanded number of instructional approaches. It should be noted that there has been a positive response to the workshops and to the Coordinator. This suggests that effective supervision for change is well within reason; however, it will mean changing some attitudes and that may not be too easy.

F. Parent Involvement

As in other programs, Impact Aid Reading teachers varied in their relationships with parents. Some teachers have had individual conferences with a number of parents; others have had few such conferences. This resembles the pattern throughout the district.

G. Adherence to Program Guidelines

There seemed to be compliance with the guidelines for the program. The children were selected according to the stated criteria and all conditions are satisfied. There is some need for more specific diagnosis and instructional focus but this is a matter of evaluation rather than any specific violation of guidelines.

V. CONCLUSIONS AND RECOMMENDATIONS

1. The Impact Aid Component should be continued
2. Every effort should be made to obtain a room for the traveling teacher. This fine teacher's effectiveness is being diminished by the lack of a stable area with materials available for any and all instructional needs.
3. Some of the teachers can be helped in the area of informal reading tests by workshops on their uses and limitations.

4. Probably the greatest challenge to the Coordinator is to help the group develop greater clarity and focus on long range and short range planning and instructional approaches. If possible, workshops should be limited to the teachers in this component to concentrate on the particular needs of the group.
5. In keeping with the Coordinator's philosophy, the group should be given help in developing language, concept and vocabulary skills in students through the use of experience charts, discussions and activities to increase motivation and understanding of assigned selections in reading.
6. Language development should be enhanced through the use of crossword puzzles, word finder puzzles, reading of poems and plays and creative writing.

EXECUTIVE SUMMARY

IMPACT AID PROGRAM

Dr. Stanley Dropkin
Evaluator

A. Description of the Subjects

The program served 480 students in grades 3-9 functioning below minimum competency in reading.

B. Objectives of the Program

The primary objective of the program was the improvement of reading through a diagnostic-prescriptive approach.

C. Evaluation Procedures

The major areas of evaluation were: planning and instruction, organization, student involvement, role of the educational assistant, relations with parents.

Eah teacher was visited at least twice; once before February 15 and once after. The evaluator interviewed teachers and educational assistants formally and informally. In addition, he attended two workshop meetings.

D. Findings, Recommendations, and Conclusions

The program was judged as effective but in need of further refinement. Teachers were varied in experience, training and effectiveness.

Rooms were adequate; one teacher travels from classroom to classroom. By year's end the teachers had been given new materials which were used with positive effect in their rooms.

Classes were run well with three groups as the norm. Teachers introduced skills and paraprofessionals reinforced these skills.

There was need for more specific planning in terms of diagnosis in some of the rooms.

The Coordinator has taken over the supervision and training of the teachers with many positive results. The teachers have responded to her demonstrations of specific techniques and her distribution of new materials. She will have to develop in the teachers deeper understanding of diagnostic-prescriptive approaches and, in some cases greater skill in testing and planning.

Among the recommendations made, are:

1. The program should be continued.
2. Teacher training in use of informal reading tests.
3. Teacher training in some cases to develop clarity and focus in planning and in instructional approaches.
4. Stress should be placed on language and concept development through language experience charts, discussion, games and creative writing.

ESEA TITLE I PROGRAM
NON-PUBLIC SCHOOL COMPONENT
Function No 5097-91636

Dr. Kitty Crowley
Evaluator

I. PROGRAM DESCRIPTION

A. Program Objective

The program is designed to upgrade the reading performance of children in grades 1-8 who have been identified as below average in reading achievement as defined by ESEA Title I criteria.

B. Participants and Their Selection

Approximately 180 pupils from St. Elizabeth Seton, St. Brigid, and St. Francis Cabrini were selected from eligibility lists provided by the Central Board to the District. Those served were judged to have the greatest need based on test scores from the lists.

A fourth school, Calvary and St. Cyprian's, was slated to participate in the program. However, because their administrator left and was not replaced, there was no one who was able and/or willing to provide an eligibility list, although the Project Coordinator volunteered to assist in compiling the information. Therefore, no children were included from this school.

C. Program Activities

Each student was scheduled to receive supplementary instruction two or three times a week for 45 minute periods. Children were grouped by approximate reading level, based on formal and ongoing

informal testing, into classes of five to eight students.

A Language Experience Approach was used with projects in such areas as ecology, arts and crafts and poetry. Pupils might start either with a project or a group reading of a selection that led into further reading, group or individual oral and written composition, and individual or group projects. Supplementary filmstrips, records, and tapes further enhanced some of the activities. Some of the pupils' project work was printed in the Newsletter which was distributed to children and parents.

Direct teaching of specialized vocabulary preceded work in each new topic. In addition to vocabulary development, instruction in comprehension, word study, and readiness skills where appropriate, and oral and directed silent reading were a part of most sessions. Teachers worked with the entire group most of the time which allowed for much oral reading and discussion.

Trade books and teacher-made materials were used heavily to provide material that would be both unfamiliar and highly motivating to the pupils. Children were encouraged to, and in fact did, borrow large numbers of books to read at home.

Records were kept of attendance, testing and evaluative information. Individual and group profile sheets were kept. The older pupils were given an interest poll to ascertain the books they wished to read during the year. Where feasible, these interests were incorporated into the program by the project teacher. Older pupils also helped specify those objectives that they needed to work on, with the assistance of their teacher.

Communication between classroom teachers and project teachers was informal but regular. Suggestions were incorporated into lesson plans where possible.

I. D. Personnel

Personnel consisted of a part-time Coordinator, who was a program teacher for the remaining part of the week, and two full-time teachers. Budget cutbacks forced the release of the two full-time teachers by April 15, which meant that a majority of the pupils were not serviced beyond that date. The Coordinator continued to teach until the third week in June.

Under the direction and supervision of the Deputy to Superintendent for Special State and Federally Funded Program, the part-time Coordinator for the Non-Public Component acted as:

1. Organizer and coordinator of the activities of the project teachers.
2. The reading resource person for the other teachers in the program.
3. Developer of reading materials and instruction procedures where needed.
4. Evaluator of the teaching process on an on-going basis.
5. Organizer and leader of meetings with participating principals, which also involved following through on decisions reached in these meetings.
6. Writer of proposals based on the needs of the Non-Public Schools and District.
7. A project teacher for the remaining 80% of the work week.

II. EVALUATION DESIGN AND METHODOLOGY

A. Evaluation Activities

1. Observations

The Evaluator visited each teacher at each school twice

between December 1978 and May 1979. The following items were evaluated or observed during the classroom visitations (see Appendix for Observation Form sample.):

- a. adherence to established program guidelines;
- b. the extent to which the diagnostic-prescriptive approach was used in instructional planning for the group and individuals;
- c. appropriateness of teaching methods;
- d. the variety and suitability of materials used;
- e. pupils' attitudes and participation in daily activities;
- f. teacher-pupil rapport;
- g. the physical setting;
- h. adequacy of record keeping.

2. Interviews

Interviews were conducted with the Coordinator and program teachers to determine compliance with the proposal guidelines, and attitudes toward and assessment of the program. (See Appendix for Interview Form Sample.)

The attitudes of several participating students toward the reading program were also solicited.

B. Evaluation Design

B. TESTING DESIGN AND ANALYSIS OF STATISTICAL DATA

The ESEA Title I Program Non-Public School Reading Component operated in grades one through eight. The Metropolitan Readiness Test was used in grade one and the Stanford Achievement Test in all other grades.

The students were tested in the Fall of 1978 and again in the Spring of 1979. Results were scored using NCE scores; however, as contrasted to the other programs, only total reading scores were used in grades two through eight.

The statistical results are incorporated into the overall statistical results for the District. This report contains over 250 pages and is not duplicated here for practical reasons. The interpretation of the results is, instead, incorporated. The reader may visit the Community School District #32 Funded Programs Office to study the statistics in greater detail, if desired.

INTERPRETATIONS OF STATISTICAL DATA

Examination of the results indicates that there are relatively few students in this program as compared to the other larger programs. We also note that the total test score is not as sensitive as some of the sub tests. The recommendation has been made that in the future, the Non-Public Schools adopt an evaluation design incorporating sub tests similar to those used in the public school programs.

The results do indicate that growth was made at all grade levels. The program appears to be successful.

III. FINDINGS OF PREVIOUS EVALUATIONS

1. Recommendation: "This excellent program should be recycled and, if possible, expanded to benefit more students."

Findings: Due to a cutback in funds the program could not be expanded, although it was continued.

2. Conclusion: "The quality of instruction in the program was found to be excellent. It is not static, however, for the teachers continuously discuss and develop ways to further improve instruction and procedure."

Findings: This continues to be true, as teachers meet informally as well as formally to enhance the program and their skills.

3. Recommendation: "To ensure the continued success of this component, it is recommended that replacements for instructional supplies be purchased."

Findings: No funds were provided for supplies. Teachers did supplement materials out of their own funds.

4. Recommendation: "To ensure adequate instruction in the component, it is recommended that the fourth program teacher, excessed in February, be rehired, if funds are available. This recommendation is supported by parent petition."

Findings: This was not implemented due to lack of sufficient funding.

IV. FINDINGS

A. Physical Setting

Two of the schools provided a full sized classroom for the use of the project teacher. In the third school a full sized classroom had to be shared by two project teachers, but the children and teachers seemed to adapt well to the limitations imposed upon them by this arrangement.

Rooms were attractively decorated with the pupils' efforts and on-going project related materials. Many books were openly displayed and accessible to pupils who took advantage of this to browse through and borrow them.

B. Materials and Equipment

Because of funding limitations, no new materials or equipment could be purchased this year. Participating teachers did purchase trade books for their classroom lending libraries out of their own funds.

The existing instructional materials and equipment included:

1. Multiple copies of trade books and short story collections for use in directed reading lessons;
2. A variety of multi-level trade books for the aforementioned libraries;
3. A variety of filmstrips, records, tapes, texts, and rexographed materials that related to specific project themes;
4. Educational magazines;
5. Educational games, workbooks, and skills kits;
6. Poetry and compositions created by participating pupils.

C. Personnel and Interpersonnel Relations

The Coordinator and project teachers are all competent, dedicated professionals. They seek to improve their knowledge and skills

through both formal and informal meetings where they share ideas and activities. They remain enthusiastic about the program and their pupils.

The atmosphere in the classrooms is unfailingly comfortable and warm. Positive reinforcement is used both for academic performance and pupil behavior. Pupils have good rapport with each other and their teacher. Those pupils who were interviewed enjoyed the program and felt it was helping them to become better readers.

D. Program Procedures

Children with similar reading levels were grouped into classes of four to eight which met for 45 minute sessions at least two times a week. Group instruction using the Language Experience Approach typically included an initial directed reading activity which was often part of a larger project on a particular theme. Pupils were given skills instruction in vocabulary development, comprehension and reading readiness or more advanced word study skills based on diagnosed needs. Group discussions were encouraged which were of particular benefit to the non-public school pupils who are in very large regular classes with limited opportunities for them to participate orally. In addition, many of the pupils come from non-English dominant homes and benefit from the opportunity to enrich their English vocabulary.

Group and individual written work also was encouraged. The compositions were based on the themes of on-going projects. Activities included following directions to make projects, writing letters, and working with meter and rhyme in poetry. The direct

application of skills in concrete projects seemed particularly beneficial to children who needed extra work in comprehension skills. The pupils were eager to borrow books for free reading and almost without exception were eager to volunteer for oral reading and discussion. The absence of negative attitudes suggests that the pupils were not discouraged by their prior lack of optimal reading progress. Instead, one of the most positive aspects of this program is the amount of interest in reading that the project teachers inspired in their pupils.

Records on individuals and as a class were maintained and updated throughout the year. Older participants helped set goals and selected materials to be used in the program.

E. Training and Support

The Coordinator visited each site regularly and shared materials and ideas with the other teachers. She also was open to new ideas to use herself and share with others.

Teachers and Coordinator met monthly in workshops on orientation, methodology, newsletter planning, record keeping requirements, and the new computer data processing procedures. Informal meetings were also held.

F. Parent Involvement

Parents were informed of the project activities at the monthly Parent Advisory Council Meetings. In addition, parent conferences were held three or four times during the year. When the need arose, additional meetings were arranged. The project newsletter containing

recommended paperbacks for pupils, a description of the project and its goals, and samples of group and individual writing was distributed to both parents and participating pupils. Written communications on pupil problems were also sent home on an as-needed basis. Formal reports of pupil progress in the project were incorporated by the classroom teachers into their regular reports to parents.

G. Adherence to Program Guidelines

The guidelines were adhered to in all regards: class size, amount and type of instruction, supervision, testing, record keeping, and pupil eligibility.

V. CONCLUSIONS AND RECOMMENDATIONS

1. To insure that each child's special needs are met, it is recommended that the use of small groups be continued while allowing time for independent group activities and occasional individual instruction.
2. Since many of the children participating in this component have language difficulties, it is recommended that a variety of language related games, exercise, and activities be utilized to help the children improve their skills in this area.

ESEA TITLE I PROGRAM
1978-79
NON-PUBLIC SCHOOL COMPONENT (READING)
Function No. ~~207-91626~~

EXECUTIVE SUMMARY

A. Description of Subjects

Participants were first to eighth grade students of three Non-Public Schools: St. Elizabeth Seton, St. Brigid, and St. Frances Cabrini. Approximately 180 students were served.

B. Objectives of the Project and of the Evaluation

The program was designed to upgrade the reading performance of children in grades 1-8 who have been identified as below average in reading achievement as defined by ESEA Title I criteria.

Evaluation included statistical analysis of achievement test scores to assess student progress. Each teacher at each school was visited twice between December 1978 and May 1979. Included in the on-site observations was evaluation of guidelines adherence; diagnostic-prescriptive, and instructional procedures; pupil and teacher attitudes; record keeping; and availability of materials. Teachers and some participants were interviewed as part of the evaluation.

(See Appendix for samples of Observation and Interview forms used.)

D. Findings, Conclusions, and Recommendations

This component, under the able direction of its Coordinator, is well run and effective in meeting its stated objective. This success is due to many factors including:

1. Positive attitudes and commitment of teachers which is transmitted to the pupils;
2. Good relations among project personnel and classroom teachers;
3. Interesting, varied projects using a Language Experience Approach which involved pupils and gave them opportunities to apply reading/language arts skills;
4. The use of positive reinforcement in all aspects of teaching and discipline which allowed pupils to develop positive attitudes toward learning to read or read better;
5. The availability of large numbers of trade books that pupils could borrow for free reading; and
6. Parent Involvement and support of the program.

Due to budgetary cutbacks, not all pupils could be serviced for the entire year, nor were funds made available for supplies or materials. Teachers shared existing materials, created their own, and purchased some with their own money.

It is recommended that adequate funding be made available for the continued operation of this component, so that additional pupils will be able to benefit from the skills and dedication of the program personnel.

12 Richmond Avenue
Jericho, New York 11753

Resume

Home Telephone
516-681-6598

ARTHUR A. CARIN

PERSONAL INFORMATION:

Date of Birth:	November 27, 1928
Marital Status:	Married December 23, 1951 Three Children Wife - Teacher
Military Status:	World War II Veteran Medical Administrator; Japan
Height:	6 Feet
Health:	Excellent
Weight:	165 lbs.

EDUCATIONAL INFORMATION:

University of Utah	1955-58	Ed.D. Major - Administration and Curriculum
New York University	1954-55	30 credits Administration
Queens College of the City University of New York	1952-54	M.A. Major - Administration and Curriculum
State University of New York at Oswego	1948-51	B.S. Major - Elementary Education
Brooklyn Technical H.S.	1942-46	Academic Diploma

PROFESSIONAL EXPERIENCE:

(Full-Time)	1976-present	Professor, Elementary Education
Queens College of the City University of New York	1969-1976	Associate Dean of Teacher Education and Professor of Education
	1966-69	Assistant Dean of Teacher Education and Associate Professor of Education
	1962-66	Chairman, Elementary Education Department
	1958-62	Assistant Professor of Education
University of Utah	1955-58	Instructor in Education
Public Schools, Great Neck, New York	1951-55	Elementary School Teacher and Science Coordinator

PROFESSIONAL EXPERIENCE:

(Part-Time)		
Queens College of the City University of New York	Summer 1975	NSF Leadership Specialist Project in Innovative Science Programs
Public Schools of Port Chester, New Hyde Park, East Williston, Floral Park, North Shore, Glen Cove, Jericho, North Merrick, New York City (all in New York State)	1955-present	Science Consultant, conducted science workshops for teachers and administrators, and initiated and supervised innovative science programs including SCIS and OBIS.

PROFESSIONAL EXPERIENCE:

(Part-Time): (Con't)

Kenwal Country Day School Melville, New York	1972-74	President and Co-Director
University of Utah	Summers '67, '70, '72	Conducted workshops in science and questioning for teachers and administrators
Long Island University, C.W. Post Campus, N.Y.	1966-69 (summers included)	Adjunct Professor in Science Education
Hofstra University, N.Y.	1962-66 (summers included)	Adjunct Professor in Science Education
Adelphi University, N.Y.	1961-62 (summers included)	Adjunct Professor in Science Education
State University of New York at New Paltz	Summer 1960	Adjunct Professor in Science Education

OTHER RELEVANT EXPERIENCE:

University of California at Berkeley	March 1975	Participated in Outdoor Biology Instructional Strategies (OBIS) Implementation Program
	June 1968	Participated in Science Curriculum Improvement Study (SCIS) Implementation Program
Public Schools, Jericho, New York	1961-67	Elected Member and President of Board of Education
Charles E. Merrill Publishing Company, Columbus, Ohio	1955-present	Consulting editor and reviewer of manuscripts
Texture Films, New York City	1974-present	Consultant and reviewer of films and filmstrips
District #32, Brooklyn, NY	1976-present	Chief Evaluator, Funded Programs

PUBLICATIONS - BOOKS:

Teaching Science Through Discovery, (Third Edition) Charles E. Merrill Publishing Co., Columbus, Ohio, 710 pages, copyright 1975, 1970, 1964.

Teaching Modern Science, (Second Edition), Charles E. Merrill Publishing Co., Columbus, Ohio, 422 pages, copyright 1975, 1970.

Instructor's Manual to accompany Teaching Science Through Discovery (Third Edition) and Teaching Modern Science (Second Edition), Charles E. Merrill Publishing Co., Columbus, Ohio, 97 pages, copyright 1975.

Developing Questioning Techniques - A Self-concept Approach, Charles E. Merrill Publishing Co., Columbus, Ohio, 169 pages, copyright 1971; Second Edition 1977.

Project Alpha produced by New Dimensions in Education, Inc. Long Island House, Jericho, New York, 108 pages, 1969. Multi-media science reading materials in Professional Teacher's Manual.

Japanese translation of Teaching Science Through Discovery, Charles E. Tuttle Co., Tokyo, Japan, 594 pages, 1968.

Dimension 120 produced by New Dimensions in Education, Inc., Long Island House, Jericho, N.Y., 286 pages, 1968. Multi-media science reading materials and wrote 100 science experiments in teachers manual.

Dimension 99 produced by New Dimensions in Education, Inc. Long Island House, Jericho, New York, 119 pages, 1968.

Name of the Game produced by New Dimensions in Education, Inc. Long Island House, Jericho, New York, 122 pages, 1968.

La Enseñanza De Las Ciencias Por El Descubrimiento (Spanish translation of Teaching Science Through Discovery) Union Tipografica Editorial Hispano - Americana, Mexico City, Mexico, 578 pages, 1967

Discovery Teaching In Science (abridgement paperback), Charles E. Merrill Publishing Co., Columbus, Ohio, 180 pages, 1967.

Teachers Guide to accompany Teaching Science Through Discovery, Charles E. Merrill Publishing Co., Columbus, Ohio, 84 pages, 1966.

Science Curriculum - Kindergarten Through Sixth Grade, Union Free School District #3, Floral Park, New York, 244 pages, 1965.

Mathematics Curriculum - Kindergarten to Twelfth Grade, published by the Port Chester Public Schools for use in their schools, 85 pages, 1961.

Language Curriculum - Kindergarten to Twelfth Grade, published by the Port Chester Public Schools for use in their schools, 100 pages, 1960

Science Curriculum - Kindergarten to Twelfth Grade, published by the Port Chester Public Schools for use in their schools, 100 pages, 1959.

Understanding the Disabled (Experiences in Citizenship for Elementary School Children) Co-Author, published in 1956, 20 pages, by Citizenship Education Project of Teachers College, Columbia University.

PUBLICATIONS - JOURNAL ARTICLES:

Book Reviews published in various editions of Science and Children and The Science Teacher (Journals of the Council for Science Education International and The National Science Teachers Association) from 1968 to present.

"Freedom for Teaching-Learning". Proceedings of the Annual Conference of the Council for Elementary School Science International, University of Miami, Coral Gables, Florida, April 2,3,4, 1970, 20 pages.

"Techniques for Developing Discovery Questioning Skills". Science and Children, published by the National Science Teachers Association, April 1970, pp. 13-15.

Science Curriculum Survey - Grades 7-9 - Collaborated with Queens College Colleague, Nathan S. Washton. Questionnaire sent to 430 city and state science supervisors for Wadsworth Publishing Co., Belmont, California, 1968.

"Reading and Solving Science Problems", Trends in Teaching, Charles E. Merrill Publishing Co., Columbus, Ohio, December 1967, pp. 24-25.

"Periscopes", Elementary School Science Bulletin, published by the National Science Teachers Association #38, Feb. 1959, pp. 1-2.

"Let the Presses Roll", Elementary School Science Bulletin, published by the National Science Teachers Association #33, December 1958, pp. 2-3.

Articles for Curriculum Bulletins published by the Port Chester Public Schools for use by their teachers during 1958-60:

Homework - 3 pages - 1958

Description of the Science curriculum grades k-6 - 1959 - 12 pages.

Description of Language curriculum grades k-6 - 1960 - 18 pages.

Recommended supplies and materials for science program grades k-6 - 1960
21 pages

Recommendations for storage and other facilities for teaching science.
13 pages - 1960.

Articles for Jericho Schools Newsletter, published by the Jericho Public Schools for each resident of the town:

Procedures for Selection of Jericho's new Superintendent of Schools
1962 - 2 pages.

Function of a Board of Education - 1962 - 2 pages.

An Educator of a Board of Education - 1962 - 2 pages.

Description of Population Survey and its Use in Planning High School
Expansion - 1963 - 3 pages.

Brochure for Swimming Pool and High School Expansion Vote - 1963 - 8 pages.

Questions and Answers Concerning Swimming Pool and High School Expansion
Vote - 1963 - 1 page.

ACADEMIC AND PROFESSIONAL HONORS:

Guest lecturer or workshop leader at conference of national organizations such as CESI, NSTA, ASCD from 1955 to present at such cities as Vancouver, British Columbia; Miami, Florida; Washington, D.C.; Chicago, Illinois and Philadelphia, Pennsylvania.

Selected for Kappa Delta Pi, a national educational honor society, 1973.

Listed in Contemporary Authors, 1972, volumes 29-32.

Book, Teaching Science Through Discovery, 1970, SECOND EDITION, published by Charles E. Merrill Publishing Company, selected for the Educator's Book-of-the-Month Club for 1970, by Prentice-Hall Publishers.

Selected for 1970 Leaders in Education, compiled by Jacques Cattell Press/R. R. Bowker Co., Tempe, Arizona.

Book, Discovery Teaching in Science, 1966, published by Charles E. Merrill Book Company, selected as the Outstanding Science Education Book for 1967-68 in the following publications:

Grade Teacher, January 1968, page 97

Teacher's Edition, Weekly Reader, February 14, 1968, p.4

National Education Journal

Book, Teaching Science Through Discovery 1964, published by Charles E. Merrill, selected for the Educator's Book-of-the-Month Club for 1965, by Prentice-Hall Publishers.

Elected to the National Association for Research in Science Teaching.

Selected for Phi Delta Kappa, a national educational research, service and leadership fraternity for men.

Elected to the Executive Board of the Metropolitan New York City Teacher Education and Professional Standards Commission of the National Education Association 1965-67

Listed in Leaders in American Science, Volume IV (an Illustrated Biographical Directory of Eminent Leaders in Research, Industrial, Governmental and Educational Scientific Fields in the United States and Canada) under Science Education, p. 129, 1960-61.

Listed in Who's Who in the East, 1976 Edition.

Selected for International Authors and Writers Who's Who, 1976.

Listed in the 1979 Edition of Men and Women of Distinction.

RESUME

DORIS TERRY ORKAND CARIN
12 Richmond Avenue
Jericho, N.Y. 11753
Phone: (516) 681-6598

PERSONAL INFORMATION:

Date of birth: July 28, 1931
Marital Status: Married 25 years
Children: Daughters 20 and 18, son 12
Height: 5' 4". Weight: 120 lbs. Health: Excellent.

EDUCATIONAL INFORMATION:

1948-1951 State University of N.Y. at Oswego. B.S. in Education.
Magna Cum Laude
1952 Hunter College N.Y. Graduate Courses
1952-1954 Queens College CUNY MA Early Childhood and Elementary Education

HONORS: Selected for "Who's Who Among Students in American Colleges and Universities" 1951
Member KAPPA DELTA PI, National Honor Society in Education, Queens College Chapter.

CERTIFICATION STATUS:

N.Y. State Teachers Certificate #51E4194 Permanent, Kindergarten and Common Branch Subjects.
New York State Certificate #090246738 Nursery.

EMPLOYMENT RECORD:

1973-1977 Guidelines Inc. Great Neck N.Y.
Position: Educational Evaluator for Title I program and PSEN in District # 32 Brooklyn N.Y.

1974-1975 Jericho Junior High School, Jericho N.Y.
Position: In-school Tutor

1972-1974 Kenwal Country Day School, Melville N.Y.
Position: Director

1970-1972 Jericho Public Schools, Jericho N.Y. and Robin Hood Country Day School, Old Westbury N.Y.
Position: Substitute Teacher.

January 1961- June 1970
Robin Hood Country Day School, Old Westbury N.Y.
Position: Teacher of 3,4 and 5 year olds.
Master Teacher to student teachers from Queens College, C.W. Post, SUNY at Farmingdale and Nassau Community College.

RESUME OF DORIS TERRY CARIN

(page 2)

EMPLOYMENT RECORD

(continued)

1955-1956 University of Utah, Salt Lake City, Utah
Position: First Grade Teacher, Campus School
Rank: Instructor

1954-1955 Woodland Avenue School, Hicksville N.Y.
Teacher: Second Grade

1952-1954 Dutch Broadway School, Elmont N.Y.
Teacher: First grade and second grade

1951-1952 Mamaroneck Avenue School, White Plains, N.Y.
Teacher: First Grade

MEMBERSHIPS:

Early Childhood Education Council of Nassau County

P.T.A.s of Cantiague Elementary School and Jericho Junior-Senior H.S.
Jericho N.Y.

Queens College Women's Club

West Birchwood Civic Association Education Committee

HOBBIES:

Piano, Camping and travelling. Travelled extensively in the U.S. and
also to Canada, England, Israel, Greece, Italy, Brazil and Denmark.

REFERENCES: Available in request of Office of Educational Placement
Queens College of CUNY
Kissena Blvd.
Flushing, N.Y. 11367

Resume

Dr. Anthony M. Carrieri
Associate Prof. of Education
Queens College, Flushing, NY 11367

273 Colony St
W. Hempstead, NY 11552
516 483-8934

Teaching Experience

1966-present Assoc. Prof. of math and science education, Queens College, NY
1964-66 Assistant Elementary Principal, Locust Valley, L.I., NY
1961-64 Instructor in Education; math and science education, St. John's University,
Jamaica, NY
Summer '66 Adelphi University, teaching methods course
1953-61 Teacher in W. Hempstead, Public Schools, taught elementary and
junior high school

Consultant-Evaluator Experiences

1976-77 District 32 and 17, Brooklyn, Title I Bilingual Math (Grades 3-9)
Title I Up-grading Math-grades 3-9, and PSEN Math, grades 3-9
1974-76 Dist. 17, Brooklyn, Title I Up-grading math and PSEN math, 3-9
1973-74 Dist. 27, Queens, Title I Math Lab, 3-9
1969-72 Harrison School Dist, NY, Title I Teacher Aide Program for whole district

Other Consultant-Evaluator Experience

1974 NYC Board of Examiners, evaluated probationary principals of elementary
and high school for certification (third member of team, representing
college professors of education)
1971-73 Behavioral Research Laboratories, Palo Alto Calif. Consultant for elementary
and junior high school using programmed math instruction

Other Administrative Experiences

1966-68 Coordinator of Student Teaching Office, Dept. of Education, Queens College
1970-73 Ass't Director and Acting Dir. of Teacher Placement Office, Queens College

Educational Background

June 1953	B.S. Education	City University, City College
June 1960	M.S. Education Supervision & Admin.	Queens College, NY
June 1969	Ed.D Curriculum and Teaching	Teachers College, Columbia Univ.

Publications (continue Next Page)

Publications

- Project Math--Teachers' Handbook, Behavioral Research Laboratories,
Palo Alto, 1972, 210 pp.
- "Structure and NON-Structure in Open and Conventional Classrooms,"
Today's Education, NEA Nov. 1972
- "Caution: Open Teaching May Be Hazardous to Your Health," Wisconsin
Journal of Education, January 1973
- "Open Classrooms in Elementary Education," The Principal, Journal of
the School Administrators Association of New York, January 1973
- "Evaluating Teacher Performance in Open Classrooms," The Principal,
March 1973
- "In Defense of Teachers," School and Community, Nov. 1972
- "Performance-Based Teacher Education Programs," Illinois School Journal,
Chicago State Univ., Spring/Summer, 1973
- "Open Classrooms Don't Shut Out Old Problems," The Kansas Teacher,
March 1973, pp. 21-23, 28
- "The Open Classroom: Walk Right In," PTA Magazine, June 1973
- "Who Is Accountable in the Schools," Contemporary Education, 1973
- "The Enhancement of Teaching Over Research and Publishing at the
Colleges and Univ." (in press) College Teaching Yearbook, 1978

Vita

Dr. Kitty A. Crowley
605 West 111th Street
New York, New York 10025
Tel. No. (212) 663-2882

Work History

- 8/71 - present Educational Consultant (self-employed)
Had major contract with Educational Systems Division, Random House, 201 E. 50 St., N.Y., N.Y., conducting 3-day training workshops for High Intensity Learning Systems-Reading and Math, and follow-up visits on site to assist administrators and teachers in problem-solving and implementation of the system. High Intensity is a management system for individualized instruction, utilizing about 50 different publishers' materials.
Did similar consulting for Learning Research Associates, New York, N.Y.
Among the places have consulted are Districts 4, 8, 11, 13, 15, 26, and 29 in New York City; Chicago; New Orleans and Lafayette, Louisiana; Newark, Mt. Holly, and Ridgewood, New Jersey; Michigan; Virginia; and Pennsylvania.
- 10/75 - 6/76 Adjunct Instructor, Urban Education, Fordham University, Lincoln Center Campus, N.Y., N.Y. 10023. ESAA funded Open Enrollment Support Project; position not refunded for 1976-77 school year.
In 1977 was consultant for the report of the Open Enrollment Support Project entitled "O.E.S.P.: A Manual For The Development And Implementation Of A Diagnostic-Prescriptive Reading Program", New York City Board of Education, May, 1977.
- 9/68 - 9/70 Caseworker: N.Y.C. Bureau of Child Welfare, Division of Interagency Relationships.
- 7/64 - 8/66 Claims Authorizer, Social Security Administration, Rego Park, N.Y.
- 1/64 - 6/64 Intake Interviewer and Counselor: New Jersey State Home for Girls, Trenton. (correctional institution)

Education

- 9/73 - 5/76 Earned Ed.D. in Curriculum and Teaching.
Teachers College, Columbia University.
Dissertation involved development of an instrument
to observe teacher behaviors in a classroom setting.
Major advisor: Dr. Ann Lieberman
- 9/70 - 8/71 Earned M.A. in Psychology - Remedial Reading.
Teachers College, Columbia University.
- 9/66 - 12/67 Earned 34 credits towards a masters in casework.
Hunter College, School of Social Work.
- 7/62 - 12/63 Earned B.A. cum laude in sociology.
Pennsylvania State University.
- 9/60 - 6/62 undergraduate work.
University of Delaware.

Addendum to Vita

1978 Free Lance

Horace Mann Lincoln Institute: Teachers College, Columbia.

Ran workshop on Evaluation in Mastery Learning.

Random House Publishers:

Consultant for High Intensity Learning Systems.

Contemporary Perspectives, Inc., Publishers:

Author of a non-fiction book for grades 3-4 reading level.

Expected date of publication: 1979.

Coronet Publishers:

Co-author of Teachers' Guides for Counterpoint Skill Power Builders, Comprehension, Vocabulary, and Study Skills.

Co-author of Study Skills Counterpoint Skill Power Builder, (Workbook). Expected date of publication: Fall, 1978.

Holt, Rinehart, and Winston, Publishers:

Consultant for the revision of the Holt Basic Reading System, Levels 1-13. Developing scope and sequence and lessons for comprehension skills. Expected date of publication: 1980.

Modern Curriculum Press, Publishers:

Co-author of workbooks for study skills for grades 3-6.

Expected dates of publication: grades 3-4, Fall, 1978

grades 5-6, 1979.

RESUME

Stan Dropkin
29 Seagull Lane
Port Washington, N.Y. 11050
Date of Birth: July 24, 1925

home 516 - 883-3708
bus. 212 - 520-7377

Education:

<u>Degree</u>	<u>Institution</u>	<u>Date</u>
B.A.	Brooklyn College	June 1947
M.A.	Columbia University	1950
Ed.D.	Teachers College Columbia University	Aug. 16, 1954

Experience:

Professor of Education	Queens College	1956 -
Elementary School Teacher	Garden City, N.Y.	1954-56
Elementary School Teacher	New York City	1950-53
Lecturer, West. Mich. Univ.		Summer 1960

Other Relevant Experience:

September 1958-July 1962, Educational Director, The Queens Youth Center for the Arts, Inc.

Chairman, Research Committee, Association for School, College and University Staffing, formerly National Institutional Teacher Placement Association, 1962.

College Consultant, New York State Teachers Association Leadership Workshop, SUCE OSWEGO, August 26-29, 1962.

Chairman, Regional Research Conference Association for School, College and University Staffing, at Queens College, October 15, 1962.

Chairman, Innovations in Credentials Committee, ASCUS, 1965, 1966.

Member, Advisory Council, Port Washington Adult Education Program, July 1, 1972 -

Member Graduate Reading Program, Queens College September 1975-

Co-Director Queens College Remedial Reading Program September 1975-

Evaluator Reading Labs, BiLingual Methodology Reading, Dist. #32, Brooklyn, N.Y. February 1976 - June 1978.

a) books

CONTEMPORARY AMERICAN EDUCATION: An Anthology of Issues, Problems, Challenges, Second Edition, with Harold Full and Ernest Schwarzer, The Macmillan Co. 1970. third edition 1975.

THE REAL WORLD OF THE BEGINNING TEACHER, (with Marvin Taylor), National Commission on Teacher Education and Professional Standards, (Monograph), 13 pp., June 1965.

b) Journal articles

"Teacher's Salaries: Comparisons and Trends", ASCUS Annual 1969. Revisions ASCUS Annual 1970, pp. 33-34, ASCUS Annual 1971, pp. 33-34.

"Teacher Credentials: Item Preferences of Recruiters", with Lawrence Castiglione, Clearing House, April 1969, pp. 474-478.

"Accountability: Weapon or Tool?", Educational Technology, 5 ms. pp., Fall 1972 publication date.

"Twin Dimensions of Teacher Behavior Assessment", Contemporary Education, 11 ms.pp., publication date January or April 1973.

"Barriers to Educational Progress: Parents or Schools?", Phi Delta Kappan, 6 ms.pp., Publication late 1973.

c) abstracts

Summary of article written with Marvin Taylor, "Perceived Problems of Beginning Teachers as Related to Student Teaching and Present Job Locale", The Journal of Teacher Education, Volume 18, No. 1, Spring 1967.

d) oral papers

"Innovations in Recruitment", New York State Association of School Personnel Administrators, annual meeting, May 13, 1969.

"The School Administrator as Agent of Change", American Association of School Administrators, annual meeting, February 17, 1969, Atlantic City, New Jersey.

"What Recruiters Want in Teacher Credentials", Association for School, College and University Staffing, Workshop Conference, July 20, 1970, Miami, Florida.

"Renewed Approaches to Education", Baldwin Citizens Committee for the Study of Education, Baldwin, New York, December 10, 1970.

"The Role of the College Placement Office in the Recruitment Process", New York City Board of Education, Bureau of Recruitment Workshop for Community School Districts, February 3, 1971, New York City.

"The Improvement of Teacher Behavior Assessment", National Council on Measurement in Education - Northeast Educational Research Association, joint annual meeting, November 2, 1972, Newton, Massachusetts.

Jefferson M. Latham, Ph.D.

886 Oakland Court
No. Bellmore, NY 11710

(516) 221-1515

Educational Background

Hofstra University, Hempstead, NY	Ph.D., Statistics, Psychometrics, Research, 1975.
Hofstra University, Hempstead, NY	M.B.A., Management, 1963.
Hofstra University, Hempstead, NY	B.B.A., Management, 1954.
Cornell University, Ithaca, NY	English Writing.

Professional Experience

Statistical research consultant and computer analyst for business, institutional, and educational research studies in such diverse fields as economics, health, and public education.

1973-1978 Statistician for study on the effect of FCC regulatory policies on the TV industry. My responsibilities included design and management of the data bases, computation of regression equations and supporting statistics, writing of special computer programs, supervision of staff in preparation of tables, and consultation on interpretation of results.

The study is supported by grants, including a major grant from NSF--total project cost of approximately \$250,000. Intermediate reports of over 300 pages have been submitted. A final report in book form is in process. Data base will become available through NSF at the time final report is submitted.

The principle researcher is Dr. Harvey J. Levin, Augustus B. Weller Professor of Economics at Hofstra U.

1976-1977 Evaluator of management practices and cost effectiveness of a community health center funded by the Robert Wood-Johnson Foundation. I designed and installed a management information system to collect the requisite information. I monitored the system for 13 months and then prepared the statistical and cost effectiveness analysis. The study employed a team approach and my responsibilities included coordinating team activities, administering evaluation costs, and overseeing compilation of final report.

This study was conducted in conjunction with Dr. Pierre Woog under the auspices of the School of Nursing, Adelphi University.

1975-1978 Statistical evaluator for all funded programs for District #32, NYC Public Schools. The evaluation involves approximately 17,000 students, supported by \$5,000,000 annual funding.

I revised the system of test administration, data reporting, and analysis. This reorganization has resulted in one of the lowest per student costs for quantitative evaluation in New York City.

Statistical reports are submitted to state and federal governmental agencies and interpretive reports are prepared for the community school board.

1973- Researcher, statistician, and computer analyst for numerous studies, including:

"The Political Economy, the Family and the Role of Women."

Development of "Special Studies Program Interview Instrument."

"An Economic Analysis of Proposals to Improve VHF Television Service in the State of New Jersey."

"A First Look at New Jersey's Learning Resource Centers."

"Study of Math Program,--A Five-Year Longitudinal Analysis."

"A Study of the Effect of Computer Information Systems on Staff and Resident Behaviors at Willowbrook State Hospital."

A seven-year study of schizophrenic children at the Henry Irtelson Center for Child Research.

Development of "Gifted and Talented Screening Scale" (GTSS) and computer program to compute and report scores.

During the period from 1970 to the present, teaching at the college level has been one of my activities. Initially, it provided financial support while pursuing doctoral studies. However, more recently it has represented one of my contributions to this field.

1975-1977 Adjunct Professor of Management and Quantitative Methods, School of Business, Hofstra University, Hempstead, NY.

My areas of specialty include management, statistics, and operations research.

1973-1974 Research Associate, New College, Hofstra University.

I established the systems for institutional research within this division of the university. As one of my tasks, I designed and wrote a Fortran program to tabulate all course evaluations. The program reports class, area and college statistics in a format suitable for photo copying and distribution. This system reduced costs and labor, at the same time shrinking feedback time to approximately one week after the term end.

1970-1973 Instructor in management, business math, and secretarial skills at Nassau Community College.

During this time, I wrote and had awarded three federal grants for equipment to expand the facilities of the school. These grants were subsequently used as models for grant writing.

After a two-year tour of duty in the army, I worked for one firm for twelve years until the untimely death of the principal. After working for a second, similar firm for a year, I decided to pursue doctoral studies.

1957-1970 General insurance adjuster in two top-rated independent adjusting firms.

Our clients were property and liability insurance companies, such as the Hartford, Aetna, Reliance, and Royal Globe. My work involved self-directed investigation, hiring of specialists where needed, negotiating agreements, and submitting reports and supporting contractual papers. Negotiations involved agreements to the mid six figures.

1955-1956 US Army, Ordnance officer, stationed in Germany.

Professional Associations

American Educational Research Association
SIG on Multiple Linear Regression
American Arbitration Association
Association for Computing Machinery

Addendum to Vitae

Professional Experience

- 1978- Assistant Professor, Adelphi University, School of Business.
- 1978-1979 Statistical evaluator for all funded programs for District 32.
- 1978-1979 Statistical evaluator for funded programs in District 24.
- 1978- Evaluator for 3-year bilingual program at C. W. Post.
- 1977- Evaluator of gifted and talented programs for various public school systems.
- 1978- Consultant to National Association of College Admissions Counselors

VITA

GILBERT SANCHEZ

June 20, 1978

A. EARNED DEGREES

<u>Institution</u>	<u>Specialization</u>	<u>Degree</u>	<u>Date Earned</u>
University of Massachusetts Amherst	Educational Admin- istration	Ed.D.	August, 1972
University of Southern California	Spanish	B.A.	June, 1959
Los Angeles City College	Liberal Arts	A.A.	June, 1957

B. PROFESSIONAL EMPLOYMENT

<u>Institution</u>	<u>Title/Duties</u>	<u>Dates of Service</u>
New York University	Associate Professor of Bilingual Education	9/77-Present
State University of New York at Albany	Assistant Professor of Educational Administration	9/76-8/77
Center for Applied Linguistics, Arlington Virginia	Director, Bilingual- Multicultural Education	3/73-8/74
University of Houston	Administrator, <u>3-4-5 Club</u>	7/72-3/73
Dept. of Health, Education and Welfare Washington, D.C.	Staff Assistant to the Secretary	6/68-1/71
National Education Association, Washington, D.C.	National Coordinator 11 Auxiliary School Personnel	11/67-6/68
Council of Mexican American Affairs, Los Angeles, California	Administrator, Head Start Project	1/66-10/67
(High School Teaching)	Spanish Teacher	9/60-1/66

C. OTHER PROFESSIONAL EXPERIENCE
(See Attachment A)

D. PROFESSIONAL AFFILIATIONS

American Educational Research Association
National Education Association
National Association for Bilingual Education
New York State English to Speakers of Other Languages and Bilingual
Education Association
New England Educational Research Organization
Phi Delta Kappa, National Honor Society-Education
Sigma Delta Pi, National Honor Society-Spanish
Teaching of English to Speakers of Other Languages
Alumni Associations of the University of Southern California and the
University of Massachusetts

E. SPECIAL HONORS

Ford Foundation Executive Leadership Fellowship, 1971-72
National Education Association, Certificate of Appreciation for
Promoting Education, 1968
National Education Defense Education Act Fellowship, 1962
U.S. Office of Education/National Teacher Corp, Washington, D.C.
July-September 1976. Member, National Advisory Committee to Review
National Training Institute for Teacher Corp Interns
American Association of School Administrators. September 1977 to May 1978.
Member, National Advisory Committee to the National Center for the
Instruction of Learning

F. PERSONAL INFORMATION

Residence

65 East 11th Street (4-E)
New York, New York 10003

DOB: 12-24-36
SSN: 548-48-7277

Business

Director
Program in Bilingual Education
New York University
School of Education, Health, Nursing
and Arts Professions
735 East Building, Washington Square
New York, New York 10003
(212) 598-2776, 598-2827

WORK EXPERIENCE:

September 1974 to Present

Graduate School of Education
State University of New York at
Albany
1400 Washington Avenue
Albany, New York 12222

(518) 457-8567

Assistant Professor, Educational
Administration

Specific duties of this position
include:

1. Teaching education administration with an emphasis on organizational theory, inclusive of structure, psychology, management, etc.
2. Instruction in the practical aspects of fund-raising, e.g. proposal writing, analysis of education legislation, sources of funding, developing strategies for fund-raising.
3. A survey course was developed for bilingual program students that included politics and the school administrator, federal and state education agencies and community analysis.

University Service:

Appointed by the President to the President's Affirmative Action Advisory Committee Chairperson.

Advisory Committee to the Office for Graduate Studies, 1976-77.

School of Education representative to the University Senate, 1976-77.

Department Committee membership:
Long range planning, Comprehensive Examination, International Education.

OTHER PROFESSIONAL EXPERIENCES

Dr. Sanchez has been a keynote speaker, panelist, workshop leader, and a conference and convention chairperson of meetings sponsored by local, county, state, regional and national organizations. Listed below are but a few of the organizations (those with an * Dr. Sanchez has provided consultant work);

FEDERAL AGENCIES

The U.S. Department of Health, Education, and Welfare
The Office of the Secretary*
The U.S. Office of Education*
The U.S. Public Health Service
The Office of Child Development
The U.S. Civil Service Commission*
The U.S. Commission on Civil Rights*

STATE AGENCIES

The following State Departments of Education:

California, New York*, Virginia*, Texas, Colorado, New Mexico, Arizona,
Illinois, New York Division for Youth

PROFESSIONAL ASSOCIATIONS

The National Education Association of the United States*
The American Association of Community and Junior Colleges
The National Association for the Education of Young Children
The National Association for Bilingual Education
The American Education Research Association
The New York State English to Speakers of Other Languages and Bilingual
Education Association
The Modern Language Association of the United States
The Council for Exceptional Children*
The Council for Social Work Education*

The following state education associations:

Michigan, Colorado, Arizona, Florida, New Mexico, Wisconsin,
Louisiana, Kansas, Virginia, California*, North Carolina

UNIVERSITIES

Yale*, Stanford, Massachusetts, Southern California, California at
Santa Barbara*, Texas* (Austin), Atlanta, New Mexico, Houston,
Texas Southern, Norfolk State*.

FOUNDATIONS

The Ford Foundation*
The Lilly Foundation*
The Carnegie Foundation

Dr. Sanchez has also testified at hearings sponsored by the U.S. Senate,
The U.S. Office of Education, and the State of New York Executive Chamber
Committee on matters related to education.

BOARD OF EDUCATION-CITY OF NEW YORK
OFFICE OF COMMUNITY SUPERINTENDENT DISTRICT 32
787 BUSHWICK AVENUE
BROOKLYN, NEW YORK 11221

DR. SAM MATARAZZO,
DEPUTY TO SUPERINTENDENT
SPECIAL STATE & FEDERAL PROGRAMS

TELEPHONE (212) 874-0217
874-0218

District #32 Evaluation
Interview Outline

Name _____ Date _____ School _____

Program ESEA Title I, ESEA Title VII, ESSA I Component MATH LABS

This section is for all persons interviewed except students and parents.

I. What is your relation to the program? _____

II. How much contact do you have with the program? _____

III. How satisfied are you with the program? (check one)

Very ☐

Moderately ☒

Not at all ☐

IV. If you see some good things about the program, what are they?

- 1 _____
- 2 _____
- 3 _____

V. If you see things that could be better, what are they?

- 1 _____
- 2 _____
- 3 _____

VI. If you had to decide about continuing the program in its present form for the next school year what would you recommend?

Continue it ☐

Discontinue it ☐

VII. If you could change the program in any way what would you recommend?

- 1 _____
- 2 _____

ADDITIONAL SECTION FOR TEACHERS AND/OR PARAPROFESSIONALS

VIII. How would you rate the quality of training and in-service or support assistance you are getting?

Very useful ☐

Moderately useful ☐

Not particularly useful ☐

Name of Interviewer _____ Time for Start _____
Interview Finish _____

Interview Outline — Page 2

- IX. What changes, if any, would you like to see in the training and in-service assistance you are receiving?

1 _____
2 _____

- X. How would you rate the availability of appropriate instructional materials?
Everything needed ☐ Most things needed ☐ Many materials not available ☐

- XI. What factors contribute most to your successful functioning in the program?

1 _____
2 _____

- XII. What are the greatest obstacles to your successful functioning in the program?

1 _____
2 _____

FOR BI-LINGUAL PERSONNEL ONLY

- XIII. (Use this instead of VIII above) How would you rate the quality of the in-service and training and support you are getting?

after school	- very useful	☐	moderately useful	☐	not at all useful	☐
on site	- very useful	☐	moderately useful	☐	not at all useful	☐
university	- very useful	☐	moderately useful	☐	not at all useful	☐

- XIV. What kind of instructional materials do you need?

- XV. Are you a graduate of a university bilingual educational program? Yes ☐ No ☐
Are you presently in a university bilingual educational program? Yes ☐ No ☐
About how many hours of in-service bilingual educational training have you received? _____

FOR STUDENTS AND PARENTS ONLY:

- XVI. What do you like most about this program?

1 _____
2 _____

- XVII. What do you like least about this program?

1 _____
2 _____

XVIII. If you had your choice would you like to continue in this program?

Why?

COMMENTS:

DISTRICT 32 ESEA TITLE I PROGRAM
STRENGTHENING EARLY CHILDHOOD COMPONENT

OBSERVATION GUIDE
1978-1979

PLACE OF OBSERVATION _____

TEACHER _____ GRADE _____

PARA(s) _____ SCHOOL _____

OBSERVER _____ DATE _____

SUBJECT _____

AIM _____ MATERIALS _____

☐ Means effort is being made to meet objective.

☒ Objective has been met.

I. <u>Management and Preparation</u>	III. <u>Questioning Techniques</u>
1. There is evidence of planning prior to the execution of a lesson	1. Questions are varied and open ended
2. The staff works well together	2. Questions are clear and concise
3. Pupil progress is recorded	3. The staff reinforces children's existing knowledge prior to introducing new learnings
4. Para teaching area is conducive to learning	4. The staff provides alternative approaches when a child has difficulty
5. Room arrangement reflects grouping of children	IV. <u>Affective Domain</u>
6. The staff is sensitive and responsive to the needs of individual children	1. Youngsters are encouraged and reinforced appropriately
II. <u>Materials</u>	2. Disciplinary techniques are positive (and relate to self growth)
1. Materials are available and in good working condition	3. Pupils are encouraged to evaluate their own progress
2. The teacher/paraprofessional is obviously familiar with the materials	4. The staff attaches importance to the work of the children
3. Materials are varied and are properly introduced	V. <u>SEC Teacher</u>
4. The staff prepares special materials when necessary	1. Works well with paras
5. Children display care in the use of materials	2. Works well with classroom teachers
	3. Works well with children
	4. Works well with parents
	5. Spends at least 5% of her day with individual or small groups of children

COMMENTS:

BOARD OF EDUCATION-CITY OF NEW YORK
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797 BUSHWICK AVENUE
 BROOKLYN, NEW YORK 11221

DR. SAM MATARAZZO,
 DEPUTY TO SUPERINTENDENT
 STATE & FEDERAL PROGRAMS

OBSERVATION GUIDE

TELEPHONE: (212) 874-0217
 874-0218

E.S.E.A. TITLE I - BILINGUAL METHODOLOGY READING LABS

Teacher _____ Grade _____ School _____ Date _____

Para(s) 1 _____ 2 _____

Observer _____ Time: Finish _____ Total _____
 Start _____

Category _____ YES NO

Management

- | | | |
|--|-------|-------|
| 1. Appropriate Space | _____ | _____ |
| Seating | _____ | _____ |
| Lighting | _____ | _____ |
| 2. Attractive Surroundings | _____ | _____ |
| 3. Display of current work by children | _____ | _____ |
| 4. Change of room decor since last visit | _____ | _____ |
| 5. Variety of Instructional Material used to meet students needs | _____ | _____ |
| 6. Materials distributed to children quickly | _____ | _____ |
| 7. Work begun within five minutes | _____ | _____ |

Evaluation and Distribution

- | | | |
|--|-------|-------|
| 8. Formal test results and analyses available to teacher | _____ | _____ |
| 9. Informal test results listed for each child | _____ | _____ |
| IRI | _____ | _____ |
| Close | _____ | _____ |
| Other | _____ | _____ |
| 10. Work folder for each child up to date | _____ | _____ |
| 11. Test results for each child listed | _____ | _____ |
| 12. Instructional activities related to test results | _____ | _____ |
| 13. Teacher's plans specific for each group | _____ | _____ |
| 14. Each group instructed by teacher or aide | _____ | _____ |
| 15. Specific supplementary activities available | _____ | _____ |

- | | | | |
|----------|------------|----------------|-------------------|
| 16. | <u>No.</u> | <u>Purpose</u> | <u>Instructor</u> |
| Group 1. | | | |
| 2. | | | |
| 3. | | | |

OBSERVATION GUIDE

E.S.E.A. TITLE I - BILINGUAL METHODOLOGY READING LABS

2.

	YES	NO
<u>Paraprofessionals</u>		
17. Marks and records student work	_____	_____
18. Follows instructions of teacher	_____	_____
19. Reviews with one group or child, skills introduced by teacher	_____	_____
20. Prepares/distributes instructional material	_____	_____
21. Operates equipment	_____	_____
<u>Students</u>		
22. All students are involved in lab activity	_____	_____
23. Students speak to teacher or aide during session	_____	_____
24. Students not in groups function independently	_____	_____
25. Students understand group/individual assignments	_____	_____
<u>Articulation with Classroom Teachers/Parents</u>		
26. Formal report form sent regularly	_____	_____
27. Formal conferences	_____	_____
28. Informal conferences	_____	_____
29. Individual reports to parent	_____	_____
30. Individual parent conference	_____	_____

Additional Comments:

BOARD OF EDUCATION-CITY OF NEW YORK
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 BROOKLYN, NEW YORK 11231

DR. SAM MATARAZZO,
 DEPUTY TO SUPERINTENDENT
 SPECIAL STATE & FEDERAL PROGRAMS

TELEPHONE (212) 874-0217
 874-0218

Program Guidelines Checklist

ESEA I - SEC, BILM, MATH LAB, READING LAB, NON-PUBLIC READING (Circle One)

Teacher _____ Grade _____ School _____ Date _____

Para (s) 1 _____ 2 _____

Observer _____ No. of Students _____

General Guidelines

- | | Yes | No |
|---|-------|-------|
| 1. Participation lists are available in every classroom | _____ | _____ |
| 2. Instructional materials are labeled with the name of the program | _____ | _____ |
| 3. How many children is the para(s) working with? | _____ | _____ |
| 4. How many children is the teacher working with? | _____ | _____ |
| 5. In what skill area is the instruction being offered?
(Reading, Math, Soc. Studies, Other _____) | _____ | _____ |
| 6. Title I service is supplemental and supportive to the tax levy instruction | _____ | _____ |
| 7. Accurate attendance records are being kept | _____ | _____ |
| 8. There is evidence of articulation between the project teacher and other tax levy teachers | _____ | _____ |
| 9. There is evidence of parental involvement | _____ | _____ |
| 10. There is documentation of adequate dissemination of information (Identified with name of program component) | _____ | _____ |
| 11. Guidelines and program summary descriptions have been disseminated widely | _____ | _____ |
| 12. Guidelines are available upon request | _____ | _____ |

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STATE & FEDERAL PROGRAMS

OBSERVATION GUIDE

TELEPHONE (212) 874-0317
874-0318

ESEA Title I Reading Labs Program

Teacher _____ Grade _____ School _____ Date _____
Para(s) 1 _____ 2 _____
Observer _____ Time: Finish _____ Total _____
Start _____

Category	YES	NO
<u>Management</u>		
1. Appropriate Space	_____	_____
Seating	_____	_____
Lighting	_____	_____
2. Attractive Surroundings	_____	_____
3. Display of current work by children	_____	_____
4. Change of room decor since last visit	_____	_____
5. Variety of Instructional Material used to meet students needs	_____	_____
6. Materials distributed to children quickly	_____	_____
7. Work begun within five minutes	_____	_____

Evaluation and Distribution

8. Formal test results and analyses available to teacher	_____	_____
9. Informal test results listed for each child	_____	_____
IRI	_____	_____
Close	_____	_____
Other	_____	_____
10. Work folder for each child up to date	_____	_____
11. Test results for each child listed	_____	_____
12. Instructional activities related to test results	_____	_____
13. Teacher's plans specific for each group	_____	_____
14. Each group instructed by teacher or aide	_____	_____
15. Specific supplementary activities available	_____	_____

16.	<u>No.</u>	<u>Purpose</u>	<u>Instructor</u>
	Group 1.		
	2.		
	3.		

OBSERVATION GUIDE

ESEA Title I Reading Labs Program:

2.

Paraprofessionals

YES

NO

- | | | |
|---|-------|-------|
| 17. Marks and records student work | _____ | _____ |
| 18. Follows instructions of teacher | _____ | _____ |
| 19. Reviews with one group or child, skills introduced by teacher | _____ | _____ |
| 2. Prepares/distributes instructional material | _____ | _____ |
| 21. Operates equipment | _____ | _____ |

Students

- | | | |
|--|-------|-------|
| 22. All students are involved in lab activity | _____ | _____ |
| 23. Students speak to teacher or aide during session | _____ | _____ |
| 24. Students not in groups function independently | _____ | _____ |
| 25. Students understand group/individual assignments | _____ | _____ |

Articulation with Classroom Teachers/Parents

- | | | |
|---------------------------------------|-------|-------|
| 26. Formal report form sent regularly | _____ | _____ |
| 27. Formal conferences | _____ | _____ |
| 28. Informal conferences | _____ | _____ |
| 29. Individual reports to parent | _____ | _____ |
| 30. Individual parent conference | _____ | _____ |

Additional Comments: